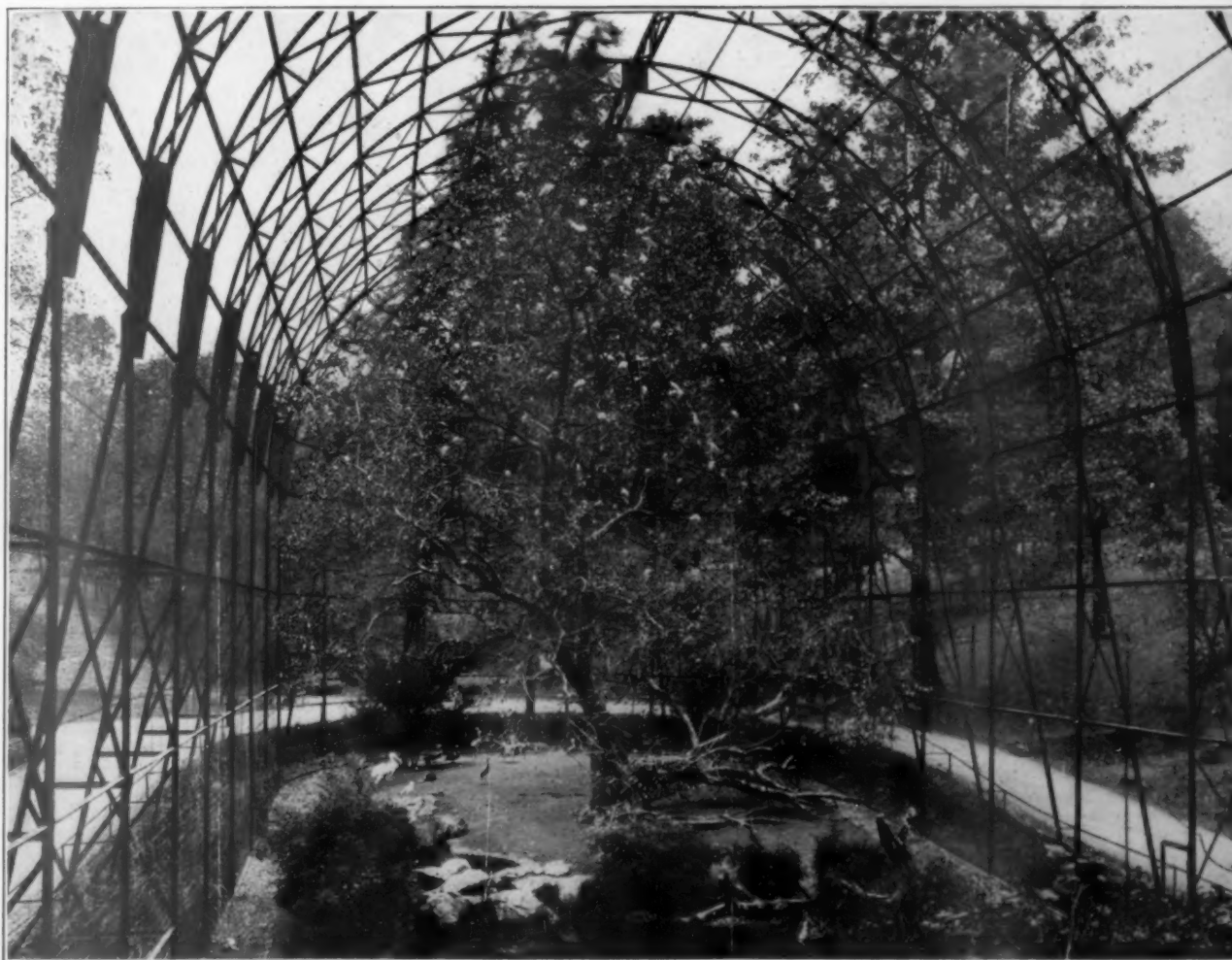


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SCHOOL LIFE

June
1926



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LESSONS IN HYGIENE MAY BE TAUGHT AT THE ZOO

Published Monthly [except July
and August] by the Department of the Interior
Bureau of Education v v v v v v v Washington, D. C.

GOVERNMENT PRINTING OFFICE

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IN COMMEMORATION of the one hundred and fiftieth anniversary of the adoption of the Declaration of Independence, the Bureau of Education will issue in a few days a pamphlet containing the DECLARATION OF INDEPENDENCE, a brief summary of the historical events preceding and resulting in its creation, and short biographical sketches of a few of the principal characters involved in the struggle for independence. This will be done in obedience to an Act of Congress approved May 28, 1926, which was proposed and advocated by Hon. O. J. Kvale, Member of Congress from Minnesota. The Act contemplates wide distribution of the pamphlet, but to the time of this writing the appropriation necessary for a large edition has not been made. Undoubtedly, however, it will be available by purchase at a nominal price, probably 5 cents per copy or \$1.00 per hundred, from the Superintendent of Documents, Government Printing Office, Washington, D. C.

The Bureau of Education has already issued the Declaration of Independence in facsimile, printed on excellent paper, 29 inches by 34 inches. This is sold by the Superintendent of Documents at 15 cents per copy.

SCHOOL LIFE is an official organ of the Department of the Interior, Bureau of Education. It is published monthly except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Bureau of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year.

SCHOOL LIFE

Published Monthly, except July and August, by the Department of the Interior, Bureau of Education
Secretary of the Interior, HUBERT WORK - - - - - Commissioner of Education, JOHN JAMES TICKET

VOL. XI.

WASHINGTON, D. C., JUNE, 1926

No. 10

University Extension Teaching Advantageous to Residence Instructors

Afternoon and Evening Classes for Adults, Conducted by University Instructors, Have Grown Consistently and Rapidly. Factors Limiting Effectiveness of Extension Instruction Include Heterogeneous Classes, Lack of Study Habit, and Absence of Teaching Materials. Per Contra, Reactions of Mature Minds Are Stimulating to Instructors. Contact with World of Action Beneficial to Men Accustomed to Atmosphere of Reflection

By GEORGE B. ZEHMER
Director of Extension, University of Virginia

MORE than 150,000 adults in the United States are taking regular college or university courses while they remain at home and pursue their work. These university courses are offered to nonresident students through the organization of extension classes, which correspond in practically every particular with courses given in residence, but they meet in the afternoon or evening at the university or in communities away from the university center.

Such extension-class work was first offered in this country about 1890. Although the early attempts were small and unpretentious and were undertaken with a great deal of caution, the method has proved popular and has grown rapidly. The growth has been consistent as well as rapid, and extension-class work can no longer be considered in the experimental stage. Nearly every State university, and many of the universities under church or private control, are engaged in this phase of educational work.

Increasing Demand for Extension Teaching

Practice in the selection of extension instructors varies. Some universities have adopted the policy of depending largely or entirely upon instructors who do not teach in residence, that is, upon special extension instructors, to render this service. Nearly all of the universities offering courses in outside centers, are, however, depending partly or wholly upon their resident instructors for extension work. There is an increasing demand upon universities for an expansion of extension-teaching programs, and a correspondingly increasing demand upon

university instructors for their services in the distant centers. The very pertinent question is then raised, Is it to the advantage of the resident instructor to give a part of his time to this type of teaching?

Four principal factors handicap the instructor in making extension-class work as effective as work in residence: (1) The heterogeneous nature of the extension-class group, (2) the nonstudy habit of extension students, (3) the lack of adequate library facilities or of other necessary materials and equipment, and (4) the less desirable physical environment in which the extension-class work often has to be conducted. We shall discuss each of the four factors.

Variations in Age and Ability

1. The extension classes are more heterogeneous groups than classes in residence because of greater variations in age, training, ability, and interest, and because of the wider range of activities that make up the life of the extension students. In respect to age it is not unusual to find in an extension class a student of 18 years of age studying beside a student of 40 or 50 years. The differences are sometimes greater and sometimes not so marked. Universities, on the other hand, and especially the undergraduate departments of universities, are largely populated with young men and women coming directly from high schools who vary in age from 17 to 24 years; whereas extension classes from the very beginning have been offered primarily for adult men and women who vary in age from 20 to 40, 50, or even 60 years.

Variation in training and ability is also greater among extension-class students.

University entrance requirements, together with regulations adopted by universities for the elimination of inferior students or students who do not apply themselves, help to standardize the conditions in both training and ability upon which a student may be admitted to the university. There will be, and perhaps should always be, variations in ability and in training among the students in any class, but the conditions upon which students are admitted to extension classes must, for many years at least, be less rigid in these respects than those governing the admission of students to classes in residence. Otherwise one of the chief purposes for which extension-class work is given can not be attained, for it is the function of extension classes to serve the needs of ambitious men and women of whatever age or training who desire the advantages of university work, but who can not attend the university. The only requisite is ability to pursue the course profitably.

Diverse Interests are Represented

Again, the interests of the members of extension classes are more varied than are those of students in residence. Within the university students who are primarily interested in the study of liberal arts or in the study of law or business or engineering are assigned to classes on the basis of their minor as well as of their major interests. Such classification of extension students is often impossible. It is not unusual to find within the university a class in English composition composed entirely of students whose major interests are in the school of commerce—or even

in a specialized phase of work in this school; whereas an extension class in English composition in most instances is composed of students whose interests are diverse and who represent numerous professions and occupations. There are certain exceptions to this rule, as, for example, where the bankers of a city are taking an extension course in a specialized phase of banking. Another example of this exception would be found in professional courses for teachers. In general, however, the interests of extension students are far more varied.

Social Environments Differ Greatly

Finally, the resident students in respect to their mode of living—their social environment, the conditions under which they live, the time allowed for study and outside interests—have very much in common. In the most essential respects they live and work under the same conditions. The conditions under which extension students work, live, and study vary a great deal.

2. The nonstudy habit presents a second problem to the teacher of extension students. Many extension students do not know how to study, or they have the erroneous idea that in this new type of lecture they are to be entertained, as a patron of the theater is entertained by the actor. Very often the extension student has been out of school for several years, and if he has ever had the study habit in the sense in which the term is used in university circles he has lost it. In other cases the student has not advanced very far in school and has not developed a method of study which enables him to grasp quickly and adequately the material presented to him.

Sometimes Considered a Form of Amusement

Some extension students consider the lectures a form of diversion, a "special" interest, something incidental in their daily or weekly routine; and it is often difficult to rouse them from their lethargy. Others appear to think that they have done such a commendable thing in registering for the course and attending the lectures that they should not be expected thereafter to put forth any special effort. There are therefore very apparent reasons for the criticism that some extension students have not formed or do not practice or establish study habits.

Extension students furthermore miss something because they are not living in the university atmosphere, which above everything else should embrace a spirit that is conducive to study. The resident student is one of many who, let us hope, are primarily interested in the accumulation and assimilation of knowledge. The extension student, on the other hand, is often not under the influence of factors

conducive to interest in study and may have to contend with a number of conflicting or distracting influences.

3 and 4. The extension instructor and the students are often hindered because of the lack of adequate library facilities and other helpful materials and equipment. Under such conditions it is hard to make extension courses either so interesting or so profitable as those given in residence. Furthermore, it is practically impossible to offer in extension some courses that are given in residence. This is especially true of many of the courses in science, which require extensive laboratory equipment. Similarly in some cases the physical environment in which the instructor has to conduct the extension class is very unfavorable as compared with conditions at the university. Finally, the inconvenience of getting to and from the extension-class centers may create a physical and nervous strain on the instructor which will affect both his extension work and his regular class work at the university.

Contacts Furnish Stimulating Influences

From these conditions that militate against the effectiveness of extension-class work we pass to conditions no less real which make a certain amount of extension teaching beneficial to the instructor as well as to the classes because of the many stimulating influences that it furnishes him, and for the broader point of view that it may give him.

Resident students are required to attend classes regularly. With extension students, except for those working for university credit, attendance is optional. The extension students apparently feel that they are under neither legal nor moral obligation to attend classes regularly unless the work is so conducted as to be interesting and unless they can be led to see its value. Furthermore, they often have the choice of attending a banquet, a theater party, or some other social activity. The instructor becomes conscious that he is competing with other interests with which he does not have to compete in his work in residence. This competition between the instructor and outside interests may produce wholesome results in better teaching.

Will Attend Regularly if Interested

Men weigh values pretty sanely, and when they enroll for a series of lectures upon a subject in which they are interested they generally attend classes regularly if they are convinced that the instructor knows his subject, and if he presents the subject matter in an interesting and forceful manner.

A concrete example may serve to illustrate this point more clearly: Recently an instructor who had completed his first

course in extension came to the office immediately after he had delivered the last lecture in the series. After discussing the progress of the work he confessed very frankly that although 36 students registered for the course and attended regularly the first two or three lectures the attendance had gradually fallen off until by the end of the course only 2 or 3 students were present. The instructor raised the question of the effectiveness of his teaching in residence, and whether his resident students were attending his lectures merely because they were required to do so when once they had registered for his course. He concluded by saying that he had gained some very valuable criticism of his own teaching and asked to be assigned to another extension class.

Attractive Presentation Compatible With Scholarship

University instructors too frequently have the erroneous idea that in order to make a lecture scholarly it must be presented in a formal, dry, and somewhat uninteresting manner. A lecture which is vigorous, forceful, and interesting is often said to be sugar-coated. This point of view is contrary to accepted principles of psychology. Notwithstanding what has been said about extension students, their nonstudy habits, and their desire to be entertained in the extension courses, we are convinced that extension students have a right to demand unity and sequence of thought in each lecture and throughout the series and a reasonable degree of vigor in the presentation of the subject matter.

Resident students are often as much concerned about the credit which the course will give toward a degree as they are about the value which may be derived from the course itself; the degree becomes the real goal. Approximately half the extension students never apply for university credit; they register for the courses which supply to them a very immediate and practical need. University credit is to the majority of them a matter of secondary importance. To illustrate: A course in elementary banking was given a year ago in a near-by city. Thirty-five students enrolled, all of whom were connected with local banks. The course was given as a regular university credit course, and 26 of the 35 who registered took the final examination and were given passing grades by the instructor. Apparently they met, or could meet, all the other requirements necessary for university credit. But so far not one of the number has applied for degree credit on the course.

Instructor Meets New Point of View

Finally, and perhaps of most importance, the extension instructor is brought

in touch with a point of view that comes from outside the university community.

The questions asked by extension students are generally of a most practical nature. Their criticisms are usually more valuable and suggestive than the criticisms which come from resident students. The questions and criticisms of the latter are based largely upon hypothetical cases; those of extension students come from practical experience.

Tendency to Become too Academic

University instructors may, and often do, get into the proverbial rut. One factor which helps to produce this condition is the regularity with which the teacher is required to meet his classes. It is almost impossible for him to get away from his own community, for, in addition to the localizing effect of teaching in the university, study and research activities also center in the university library and laboratories. Unlike the average successful business man, the teacher's professional activities do not ordinarily necessitate nor permit extensive travel. Once or twice a year he may attend a sectional or national convention, but even here he is still to a very large extent in the academic atmosphere, and he hardly gets an outside point of view.

This lack of opportunity for social intercourse with men living away from the university and with those in other professions produces a situation that is narrowing in its influence and one that tends to limit the scope of the instructor's mental vision. Extension teaching is one important activity which makes it possible for the university instructor, without departing from his chosen field, to bridge the chasm which too often lies between the university community and the outer world. Extension teaching brings the instructor into a situation where he faces not hypothetical cases but existing conditions.

Balance Favors Some Outside Work

To summarize, the conditions that militate against the effectiveness of extension-class work, are: First, great variations in the age, training, ability, and interest of students who ordinarily enroll in extension classes; second, the absence of the university influence in the interest of study and things intellectual; third, the difficulty in developing in extension students the practice of systematic study; and, fourth, the inadequate physical facilities and conditions so essential to effective instruction. These factors are negative in their bearing on the question and present only one side of the case.

Affirmative conditions that merit careful consideration are: First, the opportunity to teach students of more mature

minds whose reactions in class and toward the matter of attendance and interest enable the instructor to secure valuable criticisms of the subject matter in his course and of the effectiveness of his methods of presentation; second, the opportunity to work with students whose interests, questions, criticisms, and discussions come from a field of practical experience; and, third, the opportunity for the instructor to establish social contacts outside the university community with representatives of other professions, as well as of his own.

The factors in favor of teaching extension classes by residence instructors outweigh those against this work. In many instances the objections to this method of instruction may be almost, or entirely, eliminated. On the other hand, the instructor who teaches only in residence has not the opportunity to secure the benefits which teaching in extension alone can give.

Peculiar Experience Offered is Vital

The proportion of the instructor's time that should be given to teaching in extension is of great importance. Under ordinary conditions perhaps the younger instructors should do the larger part of extension teaching because they are better able in most instances to take the trips to the extension centers, and also because the peculiar experience offered is vital from the very beginning. Other factors that should help determine the amount of extension teaching to be undertaken by the instructor are the number of hours of residence teaching, the facilities for getting to and from the extension centers, and finally the disposition of the instructor himself.

It should be borne in mind that while the instructor is engaging in an activity which offers just compensation per se, he is at the same time employed in a phase of educational work that is furthering the interests of his profession and is of value to the university as well as to the State. Extension teaching is an important part of the general program for carrying the university to the people; and it offers opportunities to many ambitious and intelligent men and women who otherwise would not have the advantage of university work in any form.

A library on wheels, an automobile fitted up with shelves and supplied with carefully selected books, is operated by the public library department of the Vermont State department of education for the benefit of isolated rural communities. Anyone may borrow books provided they are returned within three months to headquarters at Montpelier. The book wagon was the gift of the Vermont Federation of Women's Clubs.

Attendance in Higher Institutions Increasing Heavily

Registration in 913 colleges, universities, and professional schools of the United States increased nearly six times as rapidly as population in the 34 years from 1890 to 1924. From 121,942 in 1890 the number of students in these institutions mounted to 664,266 in 1924, a growth of 445 per cent, as shown by statistics compiled by the Interior Department, Bureau of Education, published in Bulletin, 1925, No. 45. During the same period, enrollment in secondary schools increased 951 per cent, about 12 times as rapidly as general population, which increased 78 per cent during this time.

Corresponding increase appears in teaching personnel. The number of professors and teachers in colleges, universities, and professional schools of the country, exclusive of instructors engaged in preparatory departments, jumped during this time from 10,762 to 51,907.

The largest collegiate enrollment in any one State during the year 1923-24 was in New York, where 60,623 men and 28,370 women, a student army of 88,993, were attending colleges, universities, and professional schools. Illinois stands next with a total of 60,462, then Pennsylvania, Ohio, Massachusetts, and California. Five other States had each a collegiate enrollment of 20,000 during the year, and 10 other States and the District of Columbia had more than 10,000 students each.

High-School Pupils Review Fundamental Subjects

Possession of a thorough knowledge of the fundamentals is demanded of all pupils before graduation from Trenton (N. J.) Senior High School. A pamphlet, "Minimum Essentials in Spelling," has been issued, and tests covering the 3,000 words in common use must be passed 100 per cent. The writing of each pupil submitted in the course of regular work is carefully scrutinized by teachers, and also examined from time to time by the principal, and any carelessness must be corrected. Another pamphlet, "Minimum Essentials in Arithmetic," has been issued. This contains examples, worked out, of all fundamental processes from addition to formulas for calculation of areas and cubic contents, problems in interest, taxes, banking, and averages. Instructors use this as a basis for review, and pupils must answer correctly 18 of the 20 examples given in each of two tests. After-school classes are arranged for additional drill of pupils who lack required abilities.

High-School Buildings Must be Planned For Definite Needs

Phenomenal Increase in Demand for Secondary Instruction and Greater Costs Make Careful Planning Doubly Necessary. Many Old Ideas Have Been Abandoned. Home Desk for Exclusive Use of Each Pupil no Longer Provided. Unduly Large Classrooms Are not Favored. Elasticity the Feature of Modern Buildings. Three Examples of Approved Construction

By JESSE B. DAVIS

Professor of Secondary Education, School of Education, Boston University

EFFICIENT PLANNING of a modern junior or senior high-school building is a complex problem. The whole field of secondary education is undergoing such rapid reorganization that it is a very difficult matter to crystallize the best procedure at any given moment in order that a building may be built to satisfy in every particular the educational demands.

New aims and objectives are broadening and enriching the curriculum. A new classroom procedure is taking the place of the traditional "hearing of lessons." Every room is becoming a laboratory or place for study and work. These transformations are calling for different types of rooms and equipment. These practices are far from standardization. What the future will demand can not be determined with accuracy. Nevertheless, buildings must be constructed for the use of future school generations as well as for the present. To build satis-

factorily, therefore, the problem must be approached with an understanding of the progress of modern education and an appreciation of the trend of modern secondary-school administration.

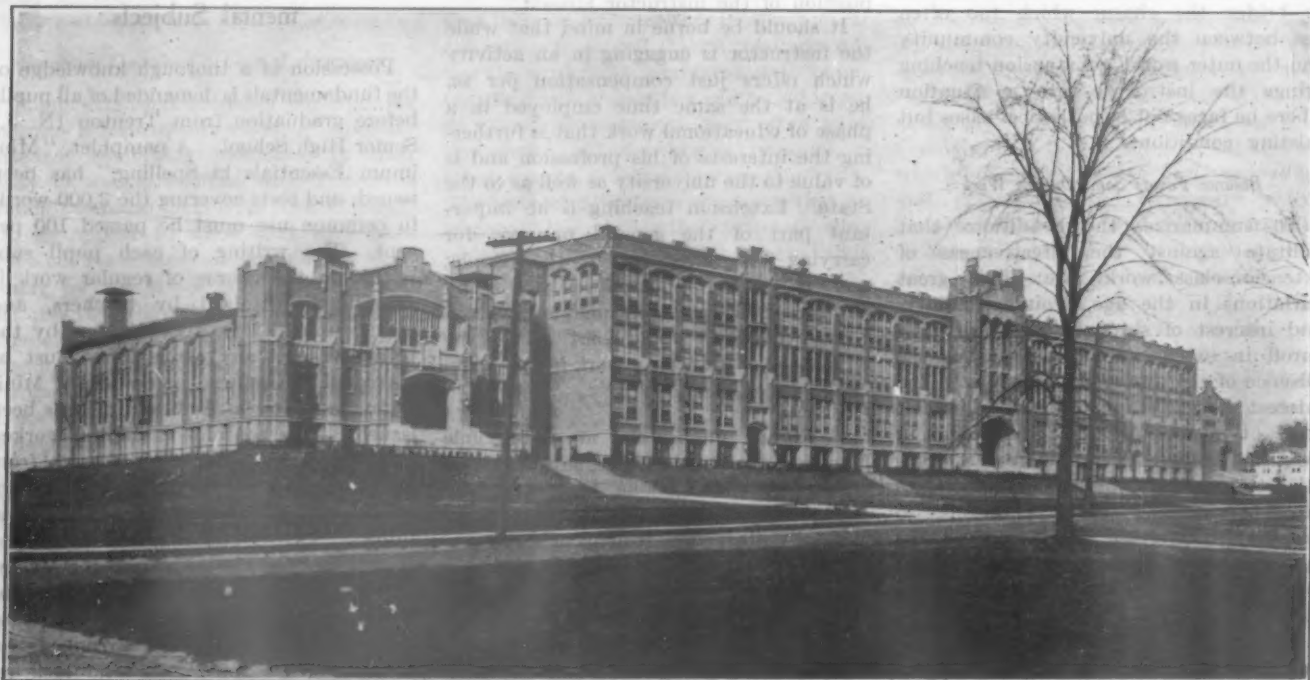
With the phenomenal increase in the demand for secondary-school training, the extending and enforcing of compulsory school laws, the delay of building during the period of the war, and with the greatly increased cost of building, we are forced now, as never before, to plan as economically as possible. Crowded schoolhouses are everywhere. Every municipality is constantly facing a building problem. If we are to build wisely then, we must plan our procedure as scientifically as we know how.

The first step in planning a new building is to make a survey of the building conditions as they exist in the community, the most urgent needs for immediate relief, the growth of population and the increase of school enrollment, the strategic location of future school buildings, and from these studies to work out a definite program of action.

At the same time a thorough survey of the school administration should be made. Our high schools have never been economically organized or administered. By tradition we have short half-day sessions, thereby using the plant only about two-thirds of the time available. We continue to offer subjects and provide classes for five or six pupils when the teacher's time is needed by many pupils in the more essential subjects. We insist upon providing home-room desks for each pupil so that he may keep his books in the traditional sort of receptacle, in spite of the fact that when all the pupils are seated at these home desks half the building is vacant.

We have been very extravagant in the spaces allotted to corridors, laboratories, and classrooms. The fact that each room is vacant one or two periods out of each day has not worried us. All of these features of high-school administration show that we have never given serious thought to the development of a more efficient and a more economic organization of the school itself. Before any con-

Publication sponsored by National Committee on Research in Secondary Education.



Thomas Snell Weaver High School, Hartford, Conn. Frank Irving Cooper Corporation, Architects

structive building program can be planned therefore, the future educational policy must be determined.

When it comes to planning either a junior or a senior high school, or a combination of the two, there are certain vital policies which must be settled in advance. The first and most important step is to settle upon the curriculum policy. The expression "housing the program of studies" is very appropriate. Too often it happens that a building committee, working ignorantly and independently, will present a building to the community. It then becomes the unfortunate and difficult task of the administrators to organize the school and adapt the educational possibilities to fit the building. The only satisfactory method is to work out in advance the future program of studies, the schedule of class periods, the estimated enrollment of the school when used to capacity, and the organization of the school as it would be administered when completed and ready for use. It is also advisable to lay out the special rooms and their equipment for economy of spacing before the architect is asked to put this material together and to plan the building as an administrative unit.

School Men Must Examine Plans

After the architect's preliminary floor plans are sketched the principal of the school, if he has made a scientific study of the problem, or an expert consultant, must study the arrangement of rooms, visualizing the actual uses to which each will be adapted, imaging the pupils as they pass to classes, avoiding congestions, providing safety, and assuring efficiency of administration.

One very important feature of a modern building is its adaptability to changing conditions in educational procedure. High-school buildings erected 15 to 20 years ago are not only unsuited to modern ideas in administration, but it is almost impossible to alter them. Classrooms were planned much too large. They seated from 40 to 60 pupils at "home

desks" and necessitated the placing of pupils in rear seats for study while a recitation was conducted in the front of the room. This evil practice might be done away with if these large rooms could be divided. This, however, is usually impossible. The room is so wide that when a partition is placed through the center the windows will be at the narrow end of each room, and bad lighting and poor ventilation result. Neither can old partitions between rooms be changed, as they are apt to be supporting walls.

The modern building is elastic. This means that it is so planned that it may be changed to meet the progressive demands of the future. Cross partitions are not supporting walls. The heating and ventilating is so planned that the length of the rooms may be changed at any time without the loss of these essential factors.

Must Consider Possibility of Enlargement

Unless a building is planned to house a maximum number of pupils in the beginning it should be designed in such a manner that it can be added to without the cost of remodeling the original plant, and at the same time, without destroying the efficiency of the administration of the school.

The location of each special room must be determined with great care. Shall this be determined by the convenience of the architect in fitting it into his peculiar design? Shall the convenience of the teachers of certain subjects or departments fix the location? Or shall the convenience of the pupils in the passing of classes, in climbing stairs, in the congestion of traffic, and in the accessibility of rooms most frequented by the largest numbers be the determining factors? All this requires a most careful study of the preliminary sketches of the floor plans prepared by the architect.

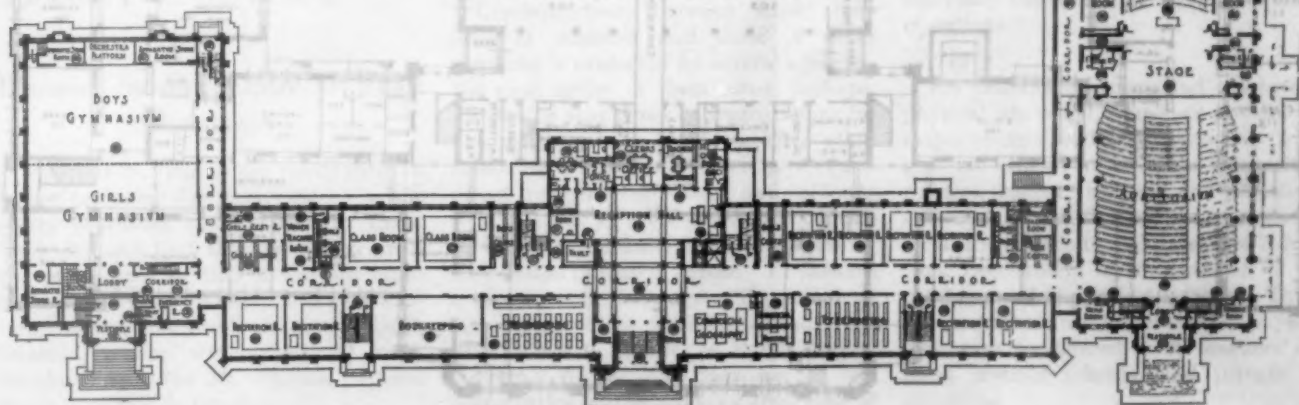
The outstanding features of practically all modern school buildings indicate the recognition of the laws of safety to life and the protection of eyesight and health. Every plan must be studied carefully to

carry out these provisions. Practically every building erected to-day in accordance with law is fireproof or fire-resisting. The law also insists upon the correct number and location of stairways and exists as essential to safety. Almost without exception modern buildings are well lighted. The best method of securing ventilation is still a matter of controversy. All are agreed, however, that a certain amount of pure air is necessary to health and to the best results in school work. Well-lighted rooms with the right exposure are essential. This feature often presents a difficult problem in the proper orientation of the building itself, as well as in the location of certain special rooms such as art rooms, laboratories, shops, etc.

Many Splendid Examples of Architecture

High-school buildings are the pride of American communities. Large sums of money have been voted freely by the people to give their children every advantage of modern secondary education. As a result our country has many notable examples of school architecture. Architects have combined the esthetic with the practical in a satisfactory manner. The modern high school shows the uses of the interior through the artistic exterior. Our most able school architects have achieved what may be called an esthetic fitness in school design.

Three buildings have been selected to illustrate some of these principles of modern schoolhouse planning. These high schools have been built recently in Denver, Detroit, and Hartford, Conn. This wide geographical selection will illustrate not only different types of buildings but also different systems of high-



First-floor plan, Weaver High School, Hartford, Conn.

school administration. At the same time they will also illustrate many of the essentials of efficient planning. Space limitations will not permit the printing of all floor plans for each of the buildings, but a comparative study of the first-floor plans will give a fairly clear idea of the principles involved.

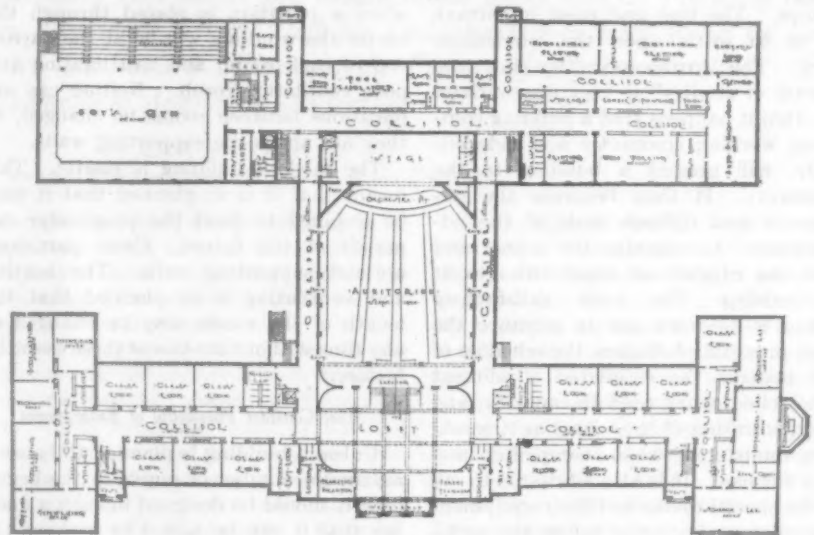
The East Denver High School is an "open" type of building, sometimes called the letter H plan. The auditorium forms the central and connecting feature of the building. The arrangement of rooms may be described as departmentalized. At the extreme right of the front wing are the science laboratories, at the extreme left the business department, with small standard classrooms on each side of the main corridor of the front section. At the left of the rear section is the health department and to the right the practical-arts laboratories, drawing rooms, and shops. To appreciate the compactness of the plan one should study the building as a whole.

Fine Example of Practical Planning

The distinctive feature of the Denver plan is that there are no study halls and no large rooms permitting "rear-seat study." This school illustrates the modern development of the 60-minute period with directed study in the classroom with the subject teacher. All instruction rooms are "home rooms." The capacity of the building is the total capacity of all the rooms used for class instruction. This is a fine example of efficient school organization applied to the building problem.

The Roosevelt Senior High School of Detroit is also an "open" type building known as the letter E plan. The general outline is characteristic of the Detroit plan for both junior and senior high schools. The unique feature is the location of the auditorium as the central por-

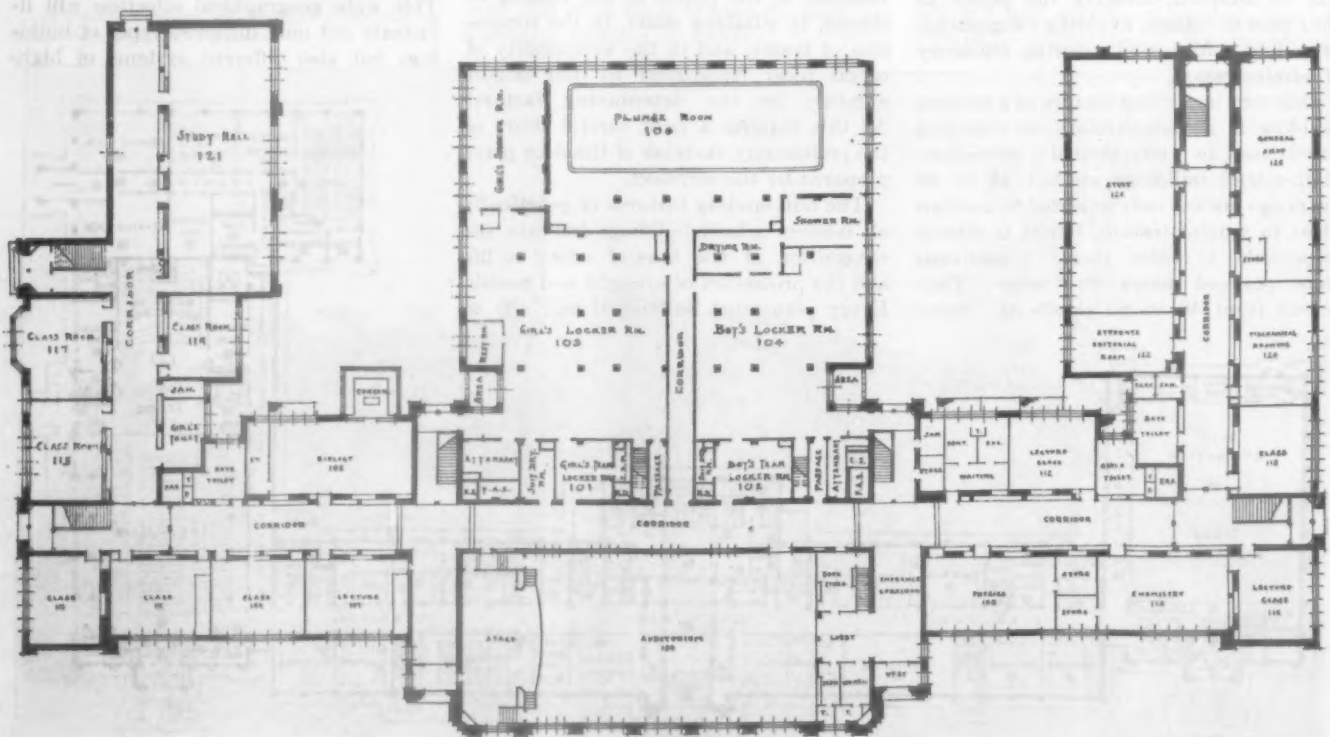
This plan is not departmentalized. Special rooms are located according to the convenience of the pupils as they are grouped in the Detroit system of organization. At the rear of each wing is a large study hall or home room for a group of pupils under the charge of a "grade



**EAST DENVER HIGH SCHOOL
FIRST FLOOR PLAN**

tion at the front of the building. This auditorium is not planned to seat the entire school at one time, but is designed more definitely for constant instruction purposes and pupil activities. At the center to the rear of the main corridor is the large gymnasium and accessories.

principal." These pupils are organized as "houses" for social purposes, and from some points of view the plan has many advantages. It should be noticed, however, that each of these study halls can easily be divided into three-unit classrooms should the scheme of administration



First-floor plan, Roosevelt Senior High School, Detroit, Mich.

be changed. All cross partitions are non-supporting. Ample provision is made for stairways and exits. Attention is called to the unique way of bringing light to the inside corner rooms usually available only for storage or coat rooms without outside lighting. In this connection it should be noticed that pupil lockers are provided in the walls of the corridors.

The Thomas Snell Weaver High School of Hartford represents a third type of building known as the letter I plan, except that in this instance it approaches the E type. This plan places the auditorium at one end of the building and the gymnasium at the other. The administrative suite occupies a strategic position opposite the main entrance at the center. Classrooms are of two sizes, one seating 25 pupils, the other 35 pupils. Study halls are provided on the second floor closely articulating with the library. The manual-arts section for boys is segregated at the rear of the auditorium. Other special rooms and departments are located for convenience of the pupils and the administration of the building. The combination of music lecture room, with a raised bank of seats, and the stage of the auditorium is a unique feature. The stage is separated from this room by two folding partitions forming a passageway between when closed. The banks of seats may be moved forward to the stage when desired for choruses, graduating exercises, etc. This building though on a different plan of organization also illustrates the principles of modern planning.

These three plans of very different types are all efficient from the point of view of housing a comprehensive program of studies. Each one has been planned to carry out a different scheme of school organization, and yet they are all economical and efficient. They provide well for safety and health. Alterations or extensions can be made easily and without unnecessary cost or waste. Such results can be obtained only by following a procedure that calls for systematic study, together with the expert knowledge and experience of some one specializing in the field of scientific schoolhouse planning.

Demand Salaries Equal to Track Watchmen

Teachers in Finland are conducting an active campaign for improvement in the salary schedules which apply to them. They demand that they be placed upon the same level as that of certain other State employees, namely, train conductors, railway telegraph operators, track foremen, station watchmen, and track watchmen.—*Alfred J. Pearson, United States Minister, Helsingfors.*

My Conduct on Streets and Highways

By DOROTHY JEAN UTLEY
College Elementary School, Bemidji, Minn.

ONE of our large newspapers publishes this couplet daily:
Learn a traffic rule a day,
And keep the coroner away.

I should like to amend this verse to read:

[Learn a traffic rule a day,
Practice it in work and play,
And keep the coroner away.

For the great number of accidents which occur annually are not caused by lack of knowledge of traffic laws so much as by failure of children and adults to practice the rules that they already know.

The slogan "Safety First" has become so common that people are beginning to use it lightly. It is by no means a matter for joking, particularly for children, since statistics show that they constitute the greater per cent of victims of automobile accidents.

A national conference is now in session in Washington attempting to devise a scheme to lessen the toll of traffic accidents, but a national conference can do nothing without the cooperation of every individual in the country. I pledge my bit for Safety First.

I live on a State highway 3 miles from the city and walk into town to school every day. Consequently the matter of my conduct on both streets and highways is a matter for me to consider seriously. My first thought is for my personal safety. My second thought is of the example I

This essay won first prize, a trip to Washington and a gold watch, in a contest for elementary-school pupils conducted by the Highway Education Board. More than 400,000 essays were entered. The writer is 14 years old and is in the 8th grade. She lives 3 miles from school and walks both ways every school day. Her first trip on a railway train was made last year.

set for others, for no person is so small or so inconspicuous that he has not some influence on someone else.

The oldest safety slogan is the best for me: "Stop! Look! Listen!" Before stepping from the curb or into a roadway I will stop and observe the vehicles approaching from each direction and from around corners.

In our little city we have neither a traffic policeman nor a semaphore to tell us when to "stop" or "go." I will be my own semaphore and judge by the appearance of the traffic when to stop or go.

I will neither "thread" the traffic nor "jay walk" in the busy streets. If I should be caught in the traffic, I will not dodge back and forth but will stand still until the cars pass.

Streets are provided primarily for vehicles, sidewalks for pedestrians. While walking I will not intrude on the rights of vehicles.

I will not play on the streets or highways nor allow my small brothers and sisters to do so.

I will not step from behind a parked car or bus.

I will not allow my umbrella to obstruct my view and will be especially careful on rainy or snowy days when the drivers can not see clearly.

I can not do better than emulate the little animal for which our State is named:

When the cunning little gopher leaves his home down in the ground,
He stands erect, he sniffs the air, he also looks around;
For instinct makes him careful of the dangers every where;
So the little gopher takes no risk; his caution I will share.

Promote World Friendship by Pupil Correspondence

Correspondence between school children of America and those of other countries is promoted by several agencies, the most active of them being, perhaps, the Junior Red Cross. Organizations for like purposes have been formed in other countries, and some of them have established relations on their own account with teachers in the United States. One of these is the International Fraternity Association of Osaka, Japan. K. Ikehara is the executive secretary. The American correspondent of this organization is Miss Minet B. Moore, 16 Fulton Street, Newark, N. J. The purpose of the organization is "to advance the cause of

world friendship by means of international exchange of letters, news, and tokens particular to their respective countries, especially among the younger generations of nations."

For training directors and teachers of physical education, four-year professional major courses leading to a bachelor's degree are offered in 92 State universities, colleges, teachers' colleges, and private institutions in the United States, as shown by a study made in the Bureau of Education, Department of the Interior, of 700 catalogues of higher institutions. Three-year special courses for teachers of physical education are offered in 22 teachers' colleges, normal schools, and private institutions.

Self-Supporting Students in Colleges and Universities

"Save Enough for First Semester, and Go to College" is Advice of Men Who Have Tried It. Devices Employed by Those who Pay for Education by Daily Labor. No Humiliation for Those who Work

By WALTER J. GREENLEAF

Associate Specialist in Land-Grant College Statistics, Bureau of Education

A STUDENT employment bureau is maintained by nearly every American college. These bureaus assist students to find suitable work which is sufficiently remunerative to enable them to pay part or all expenses while pursuing regular college work. Self-supporting students praise the work done by the employment offices, and although the more original students would find work independently the large majority are not fitted for any particular line of work and it is necessary for them to rely more or less on the odd jobs that come through the employment offices.

Semester Desirable for Orientation

Most of the colleges advise the freshmen to arrive at the institution prepared to pay at least the first semester's expenses. This allows the new student to get acquainted with the college environment and have his time free at first "to get his stride." After that the way is easier; he may receive a scholarship; student loans are available; but he has become acclimated to his surroundings and he is no longer a stranger in a strange place.

Naturally the older students, those who have been on the ground longer, receive the best jobs, leaving the others which usually require manual labor to the new students who, by force of necessity, take what they can find. Campus jobs are the most desirable for the student if there is not too great a sacrifice in the compensation, but the town always offers a variety of jobs for those who want work.

Some Colleges on Self-Help Plan

Colleges in cities offer many more opportunities than those in the small college towns, but the expenses of board, room, and living in general are higher along with wages. A few institutions like Berea College and Maryville College advertise as definitely "self-help colleges," that is, practically all of the students earn their way by manual labor of one form or another. In some colleges as high as 80 or even 90 per cent of the students work for part or all of their expenses. A limited number of colleges and military schools offer no opportunity whatever for the self-supporting student. In 122 representative colleges and universities of the

United States 60,000 students, representing 55 per cent of the men and 22 per cent of the women, are working their way through college.

Some educators attack this self-help procedure, arguing that the first purpose of the college is to stimulate study, and that self-help detracts both from study and from extra-curricular activities, but the fact remains that a very large percentage of all American students are self-supporting either wholly or in part.

President Coleman, of Reed College, says: "Some of the best students who come to us very largely earned their way through high school and continue to earn their way through college. A large number of the young men and women with us are employed daily about the campus and buildings or at gainful occupations in the city. While the burden of entire support seems in these days too heavy for a student to carry with fairness to himself, there can be no question that some responsibility for his own support steadies the student and gives him an incentive to make the best use of his time."

Some Advise Full-Time Work

This is the point of view of many of the college presidents, while others hold the opinion of President Clark, of the University of Nevada, who says in regard to self support: "In these days of high wages for full-time jobs, it is better for all students to earn and save on full-time jobs than to attempt to finance themselves in large part by earning on the side during college days."

The attitude of one college toward self-help may be quite different from another; conditions vary with the size of the town, the section of the country, whether east or west, north or south; and what is fitting and advisable in one institution may be wholly out of place in another.

Recently self-supporting students from all over the country have written to the Bureau of Education telling of their self-help activities. These student letters are straightforward, businesslike communications, giving in detail the jobs, hours required, and pay received. Bits of philosophy appear here and there, and in general show a wholesome outlook for working students in American colleges.

The big items on the college expense account are board, tuition, room, and clothes. Smaller items include books, fees, and spending money. Board is the largest item. Many new students find that waiting on table either in the college commons, fraternities, or boarding houses eliminates this expense, and at the same time provides a sure method of obtaining plenty of food at a minimum amount of effort. All students are free from classes at meal time, and three and a half hours a day is the usual time required to serve meals. Many opportunities of this sort are offered students.

One student waiter writes: "My work averages from two and a half to three hours a day. As pay I get my meals, which are valued at \$260 a year. When there is a banquet, I work overtime at 40 cents an hour."

Washing Machine Educates This Boy

Another student, at Columbia, Mo., writes: "Six university men dry dishes which are washed by an electric washing machine, and get their meals by working about three hours a day."

A girl who works in the dining room at Alabama College writes: "The serving of tables requires but little more than an hour at each meal, and the person doing the work receives 60 cents per day."

A Nebraska man writes: "I worked at the university cafeteria two to six hours per day. That organization is maintained by the State and is mainly for students. The wage is 31 cents per hour."

A Bowdoin man says: "One year was taken up as steward and treasurer of a fraternity house, remuneration for which is board and a little extra."

Many times a new student takes a job of waiting on tables as a sure means of eating until he finds something more to his liking, or more profitable.

Employs Others to Do the Work

A western boy writes: "I came to college in the fall of 1924, green and right out of high school. I was given a job waiting on tables in the girls' dorm., which paid my board; but this was not enough for me to go to school on, so in my odd hours I tried to find something to make money. I hit on a plan of making the other boys work for me, so I had 2,000 bills printed which read 'Announcing the establishment of the — Agency—Let US do that odd job'. After delivering these to the doors of the better residential district of the town I got results immediately. I tried to take care of all the work, but finally had to hire one of the other boys and paid him more than he was receiving. Finally I had 7 boys working for me and I made from \$15 to \$25 per week and cleared over \$600 the first year. At

present I have 11 boys working for me and jobs booked for a week ahead. Window washing is our long suit. We have four main business buildings in town to wash windows for every six weeks. Each one of these jobs clears nearly \$75. I pay my helpers by the hour, while I charge by the window. I usually put about five hours a day on this work, and the remainder on my studies. I have more of a bank account now than before I started college, and have paid my own way entirely for the last two years and expect to for the next two."

Room rent is earned in a variety of ways. On the campus students do janitor work, clean halls, act as proctors, and give other service in return for room rent. Off the campus they take care of furnaces, shovel snow, care for gardens, mow lawns, and do all manner of odd jobs about the household in return for room rent. The charge for rooms in some colleges is as low as \$5 per month, but in the larger cities \$15 per month is a low figure.

Light Duties for Room Rent

A Georgia senior says: "This year I am acting as proctor in one of the university dormitories for payment of room rent, which amounts to \$5 per month. My duties are merely the work of keeping a report of the occupants of the dormitory and keeping order in the hall."

In return for room and board college girls in the North often work in families doing housework, cooking, serving, sewing, or other duties, which require four hours a day. The places are obtained through the student employment bureau and are investigated before any student is sent. Four hours a day is the time stipulated, and a family is not expected to require more than this of any one student. If the employment office learns that more time is exacted, no other student is sent to the family, for it is felt that college work can not be satisfactorily undertaken when a student is doing housework more than four hours a day.

A Radcliffe girl writes: "I have been a self-help student for two years, paying for my board and room by kitchen work. Four hours a day is the usual time exacted, and the work on most days does not exceed that. Aside from cooking I have directed dramatics in a girls' camp for a summer, have designed and constructed two stage settings, have modeled little figures of Indians for an archaeological museum, and have done some commercial art work. I have paid all of my expenses except tuition, for which I borrowed for one year and received scholarships for the others."

Girls are not the only students who do housework for a college education. Many boys do the same kind of work, perhaps

not by choice but because nothing else offers. They act as caretakers with such general duties as tending furnace, driving the family car, making gardens, and even cleaning house.

A Syracuse man writes: "I help in the kitchen, tend the furnace, generally care for the house, drive the family car, tend the lawns and flowers, and perform other duties within reason. I am required to work four hours each day for my board and room, and receive 35 cents an hour for overtime. I usually earn from \$2 to \$5 on overtime."

One Dartmouth student reports that he earns part of his expenses by house cleaning. "We are paid 40 cents an hour, so it takes a good full afternoon to get our \$2 a day six days a week."

Tuition in the colleges and universities ranges from \$75 to \$300 per year, according to the type of college or university. State universities keep the tuition expense at a minimum, and many institutions make no charge for residents of the State. Tuition rates in the private institutions are slightly higher. In general the rates have advanced since the World War and are still increasing. Numerous scholarships, loan funds, and other funds are offered to deserving students as a means of partially or wholly paying their tuition. At Bowdoin College the tuition is \$200 a year; here a fund of \$25,000 is available in scholarships annually, which averages \$100 for each applicant, and often more. Other colleges have liberal methods by which tuition is remitted by scholarships, awards and loans.

Borrows Money on Personal Credit

A Drexel student writes: "I had no trouble to find money with no more guarantee than my own word. I will graduate with a debt of about \$500; \$250 of which was loaned to me by the Harmon Foundation."

Clothes represent a considerable item by the end of the four-year college course, but a student may be well dressed at small expense by representing a clothing house or haberdashery company. For instance, one prominent mail-order house sells men's made-to-measure clothing through agents only. The agent receives in cash from the customer 15 per cent of the purchase price; this is his commission. The factory makes up the suit and mails it collect by parcel post to the customer, satisfaction guaranteed. The matter of selling clothing to college students is not difficult, and after the first sale the rest is comparatively easy. Many companies have different methods of commission and compensation, but a sale of six suits usually means one for the agent without cost. Likewise, silk socks, ties, and other haberdashery are sold in quantities to college students.

Other personal expenses can be made by all kinds of odd jobs if the student really wants to work. Originality always draws attention and patronage; therefore it pays to think up the unusual and commercialize on its immediate popularity, for it is human nature to discard a fad when it becomes common. Among the college fads that come and go students have made considerable amounts on such articles as class watch fobs, class belts, grotesque dolls, shoe strings in class colors, posters, college pennants and skins, plaster statuary, hatbands, and a host of other novelties. One man cleared \$100 selling football buttons. One girl created a certain room decoration which became popular and paid her well while the demand lasted.

Selling on Commission is Not Favored

House-to-house canvassing is profitable with the right commodity, and although this field is always open and many calls are sent to the employment offices students as a rule dislike the idea of selling on a commission. However, meeting the public in this way builds self-assurance and self-reliance and enables one to get a glimpse of human nature that does not appear in a textbook. The list of articles sold is endless, but students report profitable returns from books, calling cards, clothing, collegiate jewelry, fraternity jewelry, gymnasium outfits, high-school jewelry, laundry, magazines, mail orders, rentals, shoes, aluminum, and other reasonable and useful articles.

Room-to-room canvassing in the college dormitories is often forbidden, and properly so. Agencies may be established, however, on the campus, and they benefit the whole college by keeping prices down. Yale has a number of these agencies, such as "The Student Suit Pressing Company," "Student Laundry Association," "Flower Agency," "Freshman Picture Agency," "Commons News Stand," "Student Newspaper Bureau," "Student Transfer Agency," "Student Travel Bureau," "Student Typewriting Bureau," "Student Wood Agency," "Yale Blotter," "Eli Book," "Yale Calendar," "Programs," and others. Student enterprises are desirable because they are on the campus and give the agent opportunity to become acquainted with a large number of the student body.

Altogether, supporting one's self while going to college is a matter of business and not sentiment. A student's social standing is affected very little one way or the other. At least the competition is keen. For the student who really wants a college education and is unable to finance it, but will work hard at whatever comes along, the general advice of many self-supporting students is, *Save up money for the first semester, and go to college.*

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE
INTERIOR, BUREAU OF EDUCATION

Editor - - - - - JAMES C. BOYKIN

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

JUNE, 1926

Education of the Revolutionary Leaders

AMERICANS never tire of extolling the remarkable qualities of mind and character that were manifested by the leaders of the Revolution. Patriotism, courage, tenacity, alertness, statesmanship, sound judgment, and literary ability they possessed in a degree not commonly given to mankind in any age or nation. The conditions of education and of life that developed so many men of such strength is a profitable study.

Education in those days was not widely diffused; the leaders were in general from the select, if not the aristocratic class. A large proportion of them were college graduates. Their training was usually of the classical type. They were, with few exceptions, deeply religious, and constant students of that fine textbook of English composition—the King James Bible. They were men of the open, in contact with Nature's forces by their direct or indirect interest in the soil or the sea or both. They were trained to affairs of state by participation in local government and by perennial public controversies with the British Government and its representatives. In their homes they habitually entertained other men of their kind, and they were in turn entertained in homes like theirs; their private conversation and particularly their private correspondence were marked by thoughtful discussions of public questions.

It is easy to describe the education of the 56 immortals who signed the Declaration of Independence, because of the excellent series of biographies compiled by one John Sanderson, of Philadelphia, and published in nine volumes between 1820 and 1827, inclusive. Many of the principals were alive at the time of the preparation of the biographies, and those who had passed away were represented by their children or friends, who supplied information to the compiler. Thomas Jefferson, for example, furnished the material for the biography of George Wythe, who had been his friend, mentor, and teacher of law. Sanderson's *Lives* is a work of great value, though it is not often quoted and it seems but little known in this day.

Twenty-three of the 56 signers were college-bred men, nearly all of them graduates. Harvard was represented by 8; William and Mary by 3; Yale, 3; Cambridge (England), 3; Princeton, 2; "Philadelphia," 2; Edinburgh, 1; Jesuit College at Rheims, 1. Sixteen others received "excellent" or "classical" education, 1 of them at Westminster School, London. Two obtained all their formal instruction from tutors; and 16, including Franklin, Wythe, Roger Sherman, and Robert Morris, had but little schooling. The education of 2, John Hart and Caesar Rodney, is not mentioned in their biographies.

About three-fourths of the whole number, therefore, were well-trained men, and most of the others had effectively pursued their studies independently or with little assistance.

Other peoples have passed through times of political oppression without developing so many examples of intellectual superiority and practical achievement. The period of stress brought out the qualities of sturdy self-reliance which our Revolutionary fathers showed; but only by the combination of those qualities with classical study, contact with nature, habits of reflection, and the attrition of cultivated minds could such exalted instruments as the Declaration of Independence and the Constitution of the United States have been produced.

The Woman Principal a Fixture in American Schools

SHADE of Canute, the British association of schoolmasters have solved to give financial aid to their members who decline to serve under women principals! Perhaps they can afford the cost. Assuredly they can if the number of men in subordinate teacherships in elementary schools is no greater there than in America.

The public schools of the United States would be in a sad plight if women were not permitted to serve as principals. The best source, and under present conditions practically the only source, from which principals may be drawn is the brimming reservoir of grade teachers. And the men in it are a negligible quantity.

Well-trained women, experienced women, strong women are ready to step into any principalship that may be open. Shall they be passed by to appoint a man merely because he is a man? Hardly!

The only justification for appointing any individual, man or woman, to be principal of an important school is that of superior qualification. And how can men acquire such qualification except by service in the ranks? A few men begin

as principals of small schools and achieve success there, and a few competent men teachers in high schools are willing to direct elementary schools. From such as these it is possible to find a limited number of elementary principals; but between the capable and experienced woman and the untried young man it is usually not difficult to choose. The woman principal in this country is a fixture. There is none to displace her.

Nevertheless, salaries are now at such a point as to be attractive to an increasing number of men. Certainly the places at the top are sufficiently remunerative to make it worth the while of any man to devote his life to teaching. Some superintendents receive more than the Chief Justice of the United States, and many of them receive more than Members of the Congress.

Statistics of 1924 show a perceptible increase in the proportion of men teachers. More men are enrolling in the teachers colleges and in the graduate schools of education. These indications are good. Perhaps we may yet see a proper balance of the sexes in the schools; but we must go a long way before we reach it.

Happy Omen in Nine Agricultural Graduates

NINE students were recently graduated from the agricultural school of Laguna Verde, Chile, receiving diplomas as "agricultural experts." In reporting this fact to the Secretary of State, William M. Collier, the American ambassador, says:

"This may be a happy indication that an increasing number of Chileans are abandoning the time-honored custom of studying law to the exclusion of mining, engineering, agriculture, etc. The Catholic university has long had an agricultural school, and in the Quinta Normal, in Santiago, there are advanced courses for agronomic engineers."

What to do with the surplus lawyers and doctors has long been a serious question in Latin-American countries. No new students of law are permitted to register in Bolivia, and when the students now registered complete their courses the law faculties will go out of existence. Even more drastic was the action taken by the Government of Ecuador. All the universities in that country, four in number, were summarily closed during the past year in order to shut off the flood of doctors of law and of medicine.

It is significant that the graduation of nine men from a course in agriculture in a country of about 4,000,000 inhabitants should be considered a cause of special gratification.

Convention of National Congress of Parents and Teachers

Membership of Organization is Approaching a Million. Fathers are Appearing as Members and Delegates. Organization Extending Its Influence to the Lonely Ranches of the West, and Breaking Down Barriers Between City Dwellers

By LAURA UNDERHILL KOHN

Manager Publicity Bureau, National Congress of Parents and Teachers

MORE than 800 delegates from all parts of this country and from Cuba represented the parent-teacher force in the United States (which now numbers more than 970,000 members) at the annual convention of the National Congress of Parents and Teachers held at Atlanta, Ga., May 3 to 8. Mrs. A. H. Reeve was unanimously reelected president. Boards of education in at least six States sent members to the convention. The appearance of many men delegates introduced a new element in the convention—the father. Leaders' institutes and classes conducted by the national executive and field secretaries of the organization for delegates and others, during the first day, presented opportunities for the development of local leadership.

In addressing the meeting the president stated that the organization is extending its influence to the homes of Indians on reservations and of Mexicans on the Rio Grande, binding together in a common interest men and women on lonely ranches and breaking down barriers between dwellers in crowded cities. We have learned, she said, the lesson of working together, and nothing should hinder our making this the greatest supporter of educational agencies. The National Congress of Parents and Teachers she characterized as a 12-months-a-year organization which has justified its reputation of being a friend to education. Its great purpose is "selling" education to the American people, she declared; the home must assume its function as the first school of religion, and cooperation must be established between the home and church; the organization of training schools for teachers must be stimulated, and in every community a week-day or Sunday school of spiritual education on modern pedagogic lines should be conducted.

Americanization a Big Undertaking

It was pointed out by the chairman of the American citizenship committee that the parent-teacher association coordinates its work with the activities of other organizations, since Americanization is too large an undertaking for any one organization. The parent-teacher organization in

a State in which Italian citizens predominate organized groups of women who established friendship with the families of the newcomers and assisted the mothers by teaching them money values, marketing, and other things necessary for a stranger to know.

Thirty State organizations are working for the eradication of illiteracy, according to the report of the chairman of the illiteracy committee. She reported the establishment of 56 night schools throughout the rural districts in Georgia with an enrollment of more than 1,000 men and women. A master mechanic who could not read or write six years ago gave a brief talk in which he testified to the value of the illiteracy-eradication work of the association.

Folk Dancing is Rhythmic Play

Miss Elizabeth Burchenal, chairman of the American Folk Dance Society of New York, gave an interpretation of folk dancing as playing games to music. Real folk dancing, she said, is happy, unsophisticated social dancing of peasants which has sprung naturally from the hearts of the people in response to the human need for play and relaxation.

According to Dr. Frankwood E. Williams, of the National Committee for Mental Hygiene, parents and teachers can do more to prevent nervous and mental diseases and delinquency than the medical profession through the adjustment of their own emotions. He pointed out the effect upon children of maladjustment of emotions of parents and teachers.

In discussing the "teen age" Dr. Caroline Hedger declared that the only way to get ahead of it is to understand its stresses, dangers, and standards, and to conserve it through mutual effort of those around the child.

Miss Mary McSkimmon, president of the National Education Association, in her address on "Pulling together always" said that the big money problems of the school will be solved when the fathers become interested and take an active part in parent-teacher work.

During this convention a national colored parent-teacher association was

formed in Atlanta, to which colored delegates were sent from several States. The officers of the National Congress of Parents and Teachers assisted in the organization of parent-teacher associations in this new national group.

The convention reaffirmed its indorsement of Federal legislation for a Department of Education and of national movements for child welfare and the home. It opposed the Wadsworth-Garrett amendment with respect to amending the Constitution, now before Congress; pledged the promotion of the observance of a national teachers' day on which honor should be given to teachers; urged state-wide recognition of the new department of spiritual education; asked that the members inform themselves about recently arrived immigrants and take kindly interest in their adjustment; recommended that the assumption of the rights and responsibilities of citizenship for both native and foreign born be attended by impressive ceremonies; asked Secretary Herbert Hoover to recognize the status of women in the home by using "home makers" and the "home" in the next census roll, instead of the less dignified terms now in use; favored safety education, thrift, better motion pictures; opposed the rodeo, or round-up, salacious literature, etc.

Salaries of Some Superintendents of City Schools

	1926	1913
New York, N. Y.	\$20,000	\$10,000
Chicago, Ill.	15,000	10,000
Detroit, Mich.	15,000	8,000
Tulsa, Okla.	13,800	(1)
Boston, Mass.	12,000	10,000
Philadelphia, Pa.	12,000	9,000
Pittsburgh, Pa.	12,000	9,000
Cleveland, Ohio	12,000	6,000
St. Louis, Mo.	11,000	8,000
Oakland, Calif.	11,000	4,000
Bayonne, N. J.	11,000	5,000
Buffalo, N. Y.	11,000	7,500
Jersey City, N. J.	10,500	6,500
Cincinnati, Ohio	10,000	10,000
Los Angeles, Calif.	10,000	6,000
San Francisco, Calif.	10,000	4,000
Denver, Colo.	10,000	6,000
Baltimore, Md.	10,000	5,000
Bridgeport, Conn.	10,000	4,100
Gary, Ind.	10,000	6,000
Des Moines, Iowa	10,000	4,000
Minneapolis, Minn.	10,000	5,500
Omaha, Nebr.	10,000	5,400
Atlantic City, N. J.	10,000	(1)
Newark, N. J.	10,000	7,000
Trenton, N. J.	10,000	3,600
Rochester, N. Y.	10,000	5,000
Dayton, Ohio	10,000	5,000
Youngstown, Ohio	10,000	4,000
Memphis, Tenn.	10,000	3,600
Houston, Tex.	10,000	4,000
Milwaukee, Wis.	10,000	6,000

¹ No data.

—Bertha Y. Hebb.

Free service in the placement of teachers rendered by the Wyoming State Department of Education during the year, if paid for at commercial rates, would cost the teachers nearly \$4,000.

Lessons in Hygiene With Illustrations from Wild Life

Animals in Their Natural State Instinctively Observe Nature's Laws. In Captivity Their Regimen is Carefully Watched. Essentials for Health in Human Beings Are Same as for Wild Animals

By JAMES F. ROGERS, M. D.

Chief Division of Physical Education and School Hygiene, Bureau of Education

A VISIT to the zoological garden, the advent of a circus with its menagerie, or observation of wild life in the neighborhood of a rural school can be utilized perennially in classes in general science for pupils of different ages as material for health teaching. The following suggestions may be found helpful:

We like to see the wild animals partly because of their peculiarities of shape, size, appearance, and behavior, but perhaps more because of their beauty, cleanliness, grace, strength, agility—because of their health and vigor. We should not be much interested in them if they showed signs of disease, if their coats were soiled, if their teeth were dirty or decayed, if they were inactive, weak, or sickly.

A point can be made of what the animals might think about their visitors and what they might say if they could "talk us over." What would they think of our stooping postures, our sallow complexions, our use of powder and paint, our lack of cleanliness or of neatness of appearance?

The animals have all gone to school and learned how to be healthy. Mother Nature is their teacher and she is a strict disciplinarian. They long ago discovered the laws of health which in the wild state they seldom disregard, but which man either does not know or breaks without thought of the penalty he must pay. Many of these laws he is laboriously learning over again through long and tedious studies and experiments.

Neglect of Health is Expensive

Cost of sickness.—Wild animals in captivity are given the best of care because they are expensive and because visitors do not care to see sick animals. The value of a human life should be compared and the cost of sickness, not only in doctor's bills but in loss of time for work and play.

Food and feeding.—The subjects of food and feeding can be introduced by calling attention to the signs posted in every well-conducted zoo, "Don't feed the animals!"

The pupils can be asked why they think this sign is posted, since it would save money for the zoo or menagerie if the public were permitted to feed the animals. The importance and the why of regular times of feeding, of proper amounts and

of proper kinds of food, should be emphasized, and that feeding by visitors is opposed to all three of these principles of healthy feeding.

The lesson of why we eat at all can be repeated in this connection. The fact that there are regular hours for feeding (twice a day for some animals, as monkeys and bears, and once only for others, as the lion and leopard) will be noted. There is no "piecing" and no spoiling of appetites for the next meal, if the zoo officials can help it.

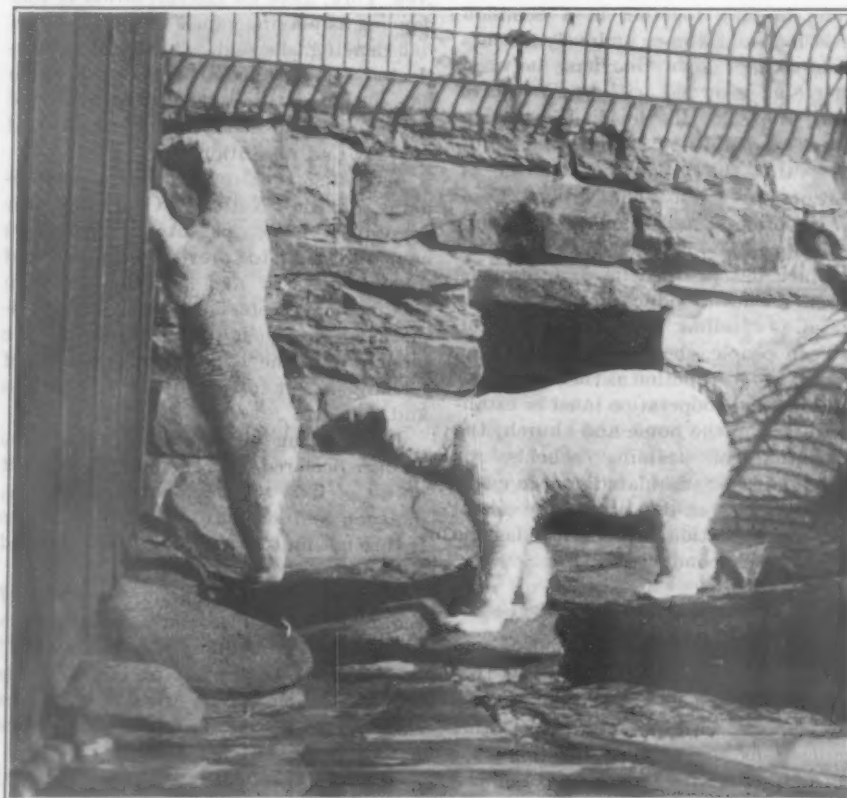
The kinds of food which visitors find the animals are most fond of (candy and cakes) are those which man also likes inordinately. These things are unnatural foods for animals and also, in a way, for us. The wild beast rarely found a comb of honey when the bees could not defend it, and our own ancestors seldom had a taste of concentrated sugar save when some sugar cane or a bee hive was discovered. There were no such things as candy and cakes until the use of fire was discovered and the extraction of sugar was begun.

Sugar and candy and cakes are good food in their place, but man is still tempted by their taste to overindulgence. A reasonable amount, taken with meals (but after we have had sufficient of the foods nature intended for growth and repair) is useful, and even animals may be none the worse for such feeding. Children should profit by the experience and knowledge of those who have studied what is best for them; just as the zoo animals are best off by having their candy or cakes given them by keepers in small amount at appropriate times instead of by visitors, who "want to see them eat," at all hours.

Irregular Eating Causes Illness

That inappropriate and excessive foods are injurious to the zoo animals is evidenced by the fact that in the Philadelphia Zoological Gardens, where careful records are kept of all sickness, it was found that when they were less strict about feeding by visitors "the mortality in the five days following a big Sunday or holiday attendance was definitely higher than for similar periods at other times, and higher than for the usual monthly average."

The director of another large zoo says, "In regard to the feeding of our animals by the general public we feel much as a wise mother does when her young children are fed sweets and other unsuitable foods between meals by kindly disposed visitors to her home. We used to have a great many digestive disorders among



Cave animals are usually good housekeepers

The illustrations for this article are from photographs courteously furnished by the National Zoological Park, Washington, D. C.

the animals as a result of overfeeding by visitors, but by vigorously prohibiting the public from giving numerous tidbits and by regulating each animal's food supply according to its needs, these troubles are now held in check."

Right food in right amount.—It is important that the animals of the zoo and that children should not be fed candy and cakes between meals, but it is even

the amount of starchy food and by adding fresh whole milk and leafy vegetables the diet was corrected and the disease disappeared.

Not only is the frequency of rickets in children evidence that our food or feeding is often wrong but the commonness of decay of the teeth shows us that there is probably something faulty with the food or feeding of nearly all of us at some time



Wild animals are expert at resting

more important that they should be fed the right food at the right time.

The food must be appropriate to the powers of digestion of an animal. It must contain all the materials needed for growth, repair, and for furnishing energy; it must be suitable in amount to the activity of the animal and given at such intervals as will allow time for digestion between meals.

Many valuable animals have been lost because they were improperly fed and more children have been lost from the same cause. In the Philadelphia Zoo some costly antelopes perished because, through a mistake, they were given too much of soft vegetables and not enough hay.

Improper Diet Causes Disease

Many children suffer from a disease, rickets, in which one symptom or result is deformity of the bones such as bowlegs or knock-knees, because the daily food does not contain all the materials for making good bones. In the Philadelphia Zoo a similar disease developed in monkeys. The monkeys were fed liberally on bread, potatoes, rice, raw peanuts, corn, onions, bananas, and apples. On investigation by the zoo physicians it was found that this diet contained too small an amount of protein and fat but about eleven times too much starch. The amount of phosphorus and other mineral substances especially needed for bone building was too scanty. By reducing

in our tooth-making or later existence. Carious teeth in wild animals are very unusual. Among the apes, which are nearly related to us, it is practically unknown. Recent experiments have shown that decay of the teeth is probably due in large measure to the lack of good tooth-making materials, especially substances to be had from such food as whole milk, butter, and eggs.

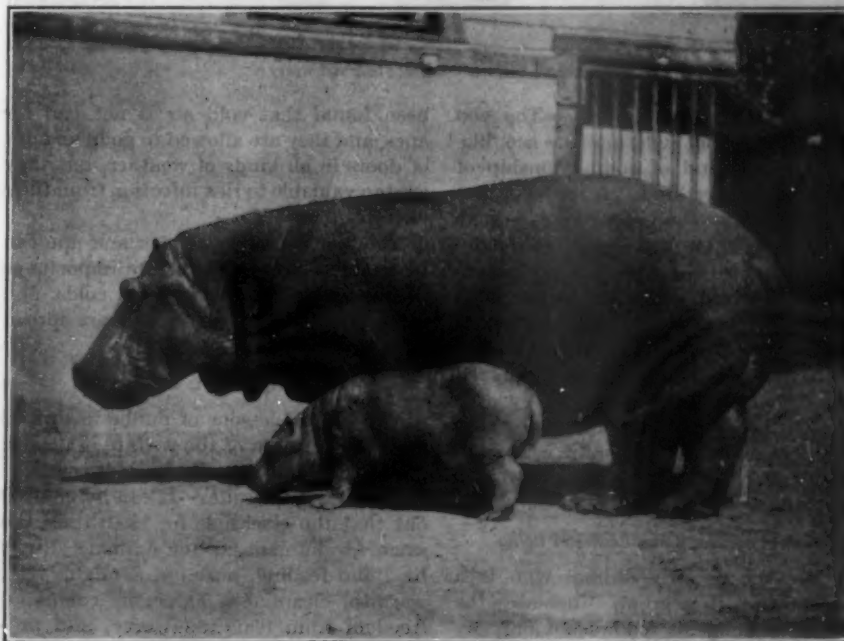
The best foods for each kind of animal are carefully selected by the zoo directors, and the animals are fed just so much as they need. If they do not eat promptly all that is given them at one meal they are given less the next. They are not persuaded to eat if they are not hungry by offering them tempting dainties, which are not a part of their natural and needed diet.

Light.—Light is necessary for the health of zoo animals as also of children. Birds confined in dark and gloomy houses lose their bright colors, but these are regained when the cage is made sunny and cheerful. Children in sunless tenements are especially prone to rickets, and exposure to sunlight helps in their cure. We do not know how light helps the body in its use of foods but such is the case.

Take Enough Exercise for Health

Exercise.—The zoo animals that naturally use their muscles a great deal for obtaining food, such as the lion, tiger, sea lion, and other flesh eaters, take a considerable amount of exercise. They will be found pacing about in their cages for hours; and monkeys are fond of playing together or of using gymnastic apparatus. Such animals as the elephant, hippopotamus, or elk, which do not usually have to seek far for abundance of food and use their muscular energies more for escape from flesh eaters, do not exercise so much, though they take enough to keep themselves in health.

Rest and sleep.—All the animals are adepts at resting and when not disturbed by mischievous cage mates will stretch out and sleep, even in the presence of their human visitors. For the animals relaxa-



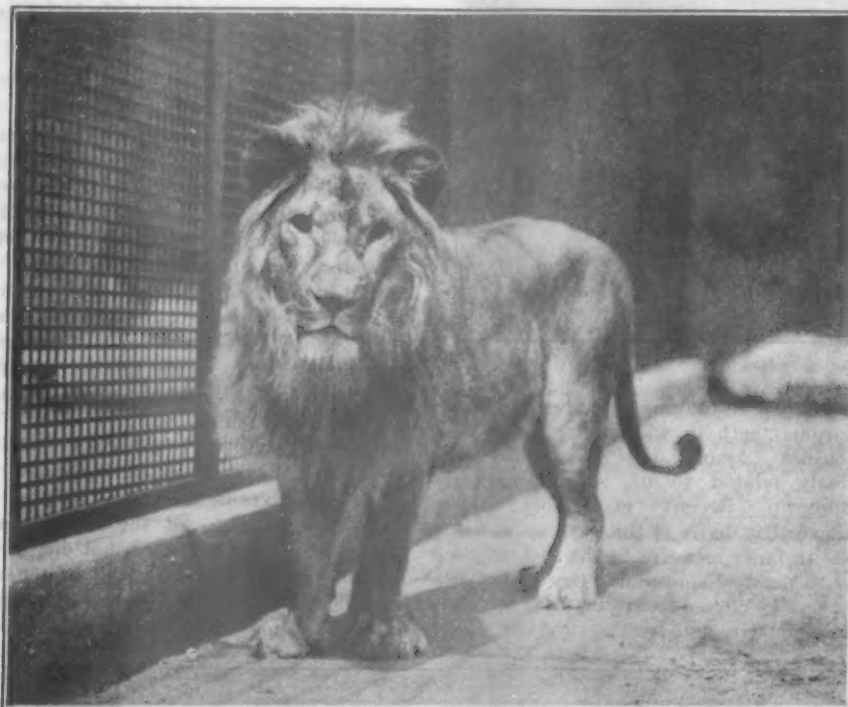
Even the hippopotamus takes daily exercise

tion and sleep are evidently as important as food and feeding.

Cleanliness.—We like to see clean animals and the wild animals set us a good example when they are given a chance. We can learn from them in this respect. The cats, big and little, spend much of their time sleeking their coats and even the wild hog is fond of his bath.

Moving Easier than House Cleaning

Most wild animals are not good house-keepers and need help in this direction, but in the wild they are constantly changing their residence so that house cleaning is unnecessary. Cave-dwelling animals are said to keep their houses in a sanitary condition.



Animals must be free from fear and worry

Cheerfulness and kindliness.—The zoo keepers tell us that wild animals are, like humans, very fond of companionship of their own or other kind. A lone lion has been known to be fond of a puppy as cage mate. They suffer from fear, from homesickness, from being teased by human visitors, or by bullying cage mates. Even in a sensitive domestic horse a cross word will quicken the heart beat, and Doctor Corson-White has found that the red corpuscles of a cat are increased by over 2,000,000 per cubic centimeter by the barking of a dog. The brain cells of a rabbit have been damaged by similar treatment.

Unruly Associates Cause Lowered Vitality

In the zoo a surly animal who is a trouble maker in a group "increases the mortality among his fellows not only by quarreling and fighting but by depriving

others of food and rest and thereby reducing their resistance to infection."

Infectious diseases.—Attention can be called to the fact that in the zoo the large and valuable apes, chimpanzees, gorillas, etc., have, beside their barred cages, a protecting glass partition separating them from their visitors. This is for the purpose of preventing the discharges from the human nose and mouth from reaching them when we cough or sneeze or laugh or talk in their presence. Wild animals in the wild seldom have communicable diseases of the respiratory organs, such as colds, influenza, tuberculosis, but those which are nearest related to man are very subject to tuberculosis when infectious material from man reaches them. It has

been found that cold air is not bad for apes, and they are allowed to go in and out of doors in all kinds of weather, but they are too valuable to risk infection from their visitors.

The relative value of man and ape can be again emphasized and the importance of protecting our fellows from colds, and other infectious diseases which are spread by mouth spray.

Man, After All, is an Animal

The general lessons of public health, of due consideration of the welfare of others, can be mentioned.

Essentials for health.—It can be pointed out that the essentials for health are the same for humans as for animals: Right food and feeding, pure air, sunlight, rest, warmth, cleanliness, agreeable company, freedom from fear and worry, and protection from infection.

Young People From Farms Enter Normal Schools

Approximately half of the population of the United States is rural. What per cent of the public-school teachers come from rural communities? Parents engaged in agriculture furnished 65 per cent of all the students in the five Missouri teachers colleges, according to a study made a decade ago—they were then called "normal schools." More recent surveys showed that 40 per cent of the students in the Louisiana State Normal College and 33 per cent of those in the four Michigan normal schools came from farms. The average was 20 per cent from farms for a number of normal schools and teachers colleges in the States of Colorado, California, Massachusetts, Pennsylvania, and Connecticut. These figures do not include the somewhat larger per cent of students who come from towns and villages. These data indicate that rural sections are loyally sending their proportion of recruits to teacher-preparing institutions.

How many of the graduates of the above institutions enter schools in farming communities? A study by Dr. C. E. Benson, of New York University, showed that in 1920 but 6 per cent of the graduates in 17 representative normal schools entered rural schools. In Maryland, however, 57 per cent of the 305 graduates from the State Normal School at Towson in 1924-25 entered one and two teacher rural schools.

A report of the Carnegie Foundation for the Advancement of Teaching states, "Rural school teaching actually demands a higher grade of teaching efficiency than any other branch of public-school service." A trained teacher in every rural school will be found (1) when young people see the opportunities for them in the rural field and (2) when legislators make it worth while for trained teachers to render their services where they are most needed.—William McKinley Robinson.

Fund for Educational Research at Johns Hopkins

Establishment of the "Edward Franklin Buchner Research Fund in Education" is planned in connection with the celebration of the Fiftieth Anniversary of the Founding of Johns Hopkins University. It is proposed to create this fund amounting to \$50,000 by contributions from alumni and students of the institution and their friends. The income will be used to expand the research work of the department of education, including necessary financial assistance to students engaged in educational investigations.

Extinction of the American Schoolmaster is Threatened

Ratio of Men Has Fallen from 43 Per Cent to 17 Per Cent in 50 Years. Men not Better Teachers Merely Because They Are Men, but Both Sexes Are Needed. Tendency to Relegate Many Parental Functions to the School Can be Met Only by Having Men and Women in the Faculty

By GEORGE E. DAVIS

Principal Walnut Hills High School, Cincinnati; President Ohio Schoolmaster's Club

IN OPPOSITION to the experience and practice of every system of education in the civilized world the public schools of the United States have in 75 years suffered an amazing alteration in the proportion of men teachers in the teaching force. At the beginning of that period the men in our schools outnumbered the women; 20 years ago there were fewer men teaching than in 1860 and four times as many women as men.

In 1880, 43 per cent of the public-school teachers of the United States were men; in 1890, 35 per cent; in 1900, 30 per cent; in 1910, 21 per cent; in 1924, 17 per cent. In Cincinnati there are only 27 men teachers left in the elementary schools, and the ratio for the city is approximately 1 man to 6 women. What is likely to be the situation in the near future can be inferred from the consideration of other facts.

This Class Supplied No Men Teachers

In the teachers' colleges and normal schools of our State, the source of our prospective teachers, men constitute a rapidly diminishing proportion. A startling illustration of this ominous trend is to be found in the College of Education of our own local university, an institution supported by municipal funds on the grounds that it is preparing teachers mainly for our city schools. In the school year 1924-25 of a class of 65 prospective teachers, only 5 were men. Of these 5 men, 4 dropped out before the end of the year, and the remaining 1 completed the course only to abandon his original purpose and accept a more lucrative position with a large business concern, so that not a man is now available for the city schools. We are reminded of the cynical comment made by an English observer of our public schools, "The American male teacher will soon be as extinct as the bison."

If in Cincinnati we wish male teachers in our schools, we must perforce go elsewhere and enter into sharp competition

with other school systems and with the commercial world, which also has discovered that college men are desirable. In this competition we have, on the whole, been playing a losing battle.

It should not be thought that the secondary schools alone are suffering a depletion of their man power; many higher institutions of learning are finding it difficult to retain their best-qualified professors.

"Our college and university faculties are deserted by their first-class members at a rate which calls for drastic reform," writes Dr. Frank Bohn in the October number of *The Forum*. "A few million dollars more means more buildings, more students, and more teachers, not better teaching by teachers who are paid sufficient salaries and allowed time for study and leisure. The sum of \$1,435,500,000 has been given by exactly 19 persons during 10 brief years, and *The Times* calculates that all the gifts for higher education and scientific research during the decade amount to \$2,500,000,000. Verily the mountain hath labored and brought forth a mouse."

This attention to the material needs of education to the exclusion of the higher cultural interests has not characterized the colleges alone; all over the country imposing plants have been provided and the people have complacently looked on with the feeling that they had builded wisely and well, never giving a thought to the most vital concern of all, the teaching staff.

Are Teachers Equal to Buildings?

Recently a Norwegian from Christiania was sent to this country by his Government to study the schools. When I asked him what he thought of the fine new high schools of our city, he said, "I can only wonder if the people are as concerned to secure the highest and best in teaching as they are in buildings and equipment."

The people had to be educated to understand the value to the community of beautiful public buildings. The fact that educational leaders have been successful

in securing public approbation of the civic gain of stately beauty in fine school edifices would seem to indicate that if serious attempt is made to focus the public attention upon the paramount need of provision for an adequate instructional staff in our schools, the people will appreciate the justice and wisdom of taking steps to increase teaching efficiency to the maximum—the heart, vital force, and basis of all education.

It may be well to raise the question whether we are taking too much for granted in assuming that men teachers are an indispensable factor in education. If a consideration of this question leads us to an affirmative conclusion, then it is obvious that the Nation is confronted by a gigantic problem which cries out for immediate solution.

No Question of Quality Involved

We are not undervaluing the essential service of women teachers nor are we contending that the service rendered by either men or women is of a higher quality or more valuable the one than the other.

The considerations which lead to the opinion that the loss of men to the profession is to be deplored are numerous, and an examination of some of them will follow.

The two most important factors in training for the duties and responsibilities of adult life are the home and the school. In the very nature of things the man and the woman in the home share alike in the training of the youth; the women taking the largest share of responsibility in the earlier years and the man's influence becoming more and more important, especially with boys, as they enter the adolescent period. This type of cooperation is the ideal. To the fact that many fathers allow business and pleasure to cause them to neglect their parental responsibility is due in large measure the moral shortcomings, the failures, and the warped ambitions of youth.

"It is a particularly good thing," says Dr. Woods Hutchinson, "for a child to have two parents, one of each kind; a child has just as much right to and need

of his father's companionship and help and influence as his mother's."

Recent years have witnessed an increasing tendency on the part of the home to relegate to the public school many of the parental functions just mentioned, notwithstanding the fact that the schools, as an inevitable result of the rapidly decreasing male influence, find themselves less and less able to discharge the dual obligations which have been placed upon them.

Education More Than Imparting Knowledge

If the school is to assume the supervision and training of the young during a large part of the working day, it must preserve a strong influence through the employment of the highest type of men and women in its corps. This conclusion is based in part on the fact that education is not merely a process of imparting the contents of books, but that there are innumerable subtle influences, fully as significant, resulting from the contacts with teachers of high manly and womanly qualities which mold one's judgments, standards, and character.

Our contention, then, is that to lose the male influence in the school contacts is a loss to the growing boys and girls no less serious than to lose the father's influence in the home.

Again we must bear in mind that society is duo-sexual; that the youth is preparing to think and act and have his being in this duo-sexual society, and that the training of the home and of the school are merely complements of one another in the process of adapting the youth to society. It follows, therefore, that youth needs the training imparted by both sexes, for both are needed to make the transfer of the heritage of the race full and complete.

"The essential elements in human institutions in the social order must correspond to the condition of life generally," says Dr. Charles A. Ellwood in his searching volume on *Sociology and Modern Social Problems*; "to attempt to reorganize human society or to reconstruct institutions regardless of the biological conditions of life * * * is to meet certain failure."

Coeducation Implies Both Sexes in Teachers

A similar line of argument establishes the principle of coeducation of the sexes, and in general we are committed in the United States to this principle in the public schools, which by bringing boys and girls together simulate the conditions that prevail in the broader society of life. Coeducation in the best and fullest sense does not exist when both sexes are educated by one sex, and only a one-sided development can result from a system in which a disproportionate influence is exerted by either sex.

Mrs. Annie G. Porritt, a keen observer of American life and institutions, 15 years ago argued strongly against the rising tide of feminization in schools of the United States and its possible effects politically. She reasoned that the great English public schools (of which Eton and Harrow are types) have not a tinge of feminization, and attributed the long line of great statesmen to the male influence, an influence which, she declares, also was largely responsible for the fact that young men in England have, as Dr. Arnold of Rugby once said, "The desire of taking an active share in the great work of government, as the highest earthly desire of the ripened mind." She contrasted conditions in our country, where we take little pains to make politics a desirable career, and concludes that this is due mainly to the fact that in their most impressionable years the young are left to feminine influences in the schools, and that fathers in the United States have abdicated almost all parental authority, leaving mothers to rule the home and to train the boys, as well as the girls, and to be the chief source of moral ideals and aspirations of the younger generation.

Women Successful with Young Children

It can, we believe, be admitted without argument that women are fitted by nature to handle young children of both sexes with more understanding, patience, and general effectiveness than men because possessed of an influence due to her natural mother instinct, an influence which, as we have noted, is predominant in the home in the earlier years. But we maintain that a critical study of early, middle, and later adolescence will show that the situation is greatly altered during this critical period. These years may be described as a period of the new birth, of the dawning of self-consciousness—the time when the child first truly begins to know himself—the period fruitful in higher aspirations, when a new world begins to unfold itself and new ideals to take root in the soul.

It is the period when reason begins to assert itself and impulses are changed into habits, and habits become fixed in the form of character; when plastic childhood is molded into the character of manhood and womanhood and the teacher's influence is potent in its impress. In this impressionable period of adolescence it is supremely important that the youthful clay should be molded only by master potters. The need of the highest type of men in the training of boys at this period is imperative.

Boys Need Contact with Men

"Boys need more men instructors in every line" pleads Frank H. Cheley in a recent book, *A Dad's Real Job*; "the vast majority of boys are raised by their

mothers, go to school to women clear up to the time they go to college and even their religious education is given largely by women. * * * I am not critical of women, but they have never been boys or men, and boys need more intimate contacts with men. When a boy becomes an adolescent, he needs a man's hand, if he is to develop most satisfactorily physically, mentally, and spiritually. Boys will follow men—they love a leader, a masculine achieving leader, and when they do not find such, they revolt. Too often the boy must find his hero on the sport page or in a story book or the movie screen when the hero ought to be a really, truly flesh-and-blood man. Boys are largely what they are because of their associations and the example that is set before them day after day. They are natural-born imitators."

Teaching Not a Manufacturing Process

Dr. G. Stanley Hall, perhaps the greatest authority on adolescence, stressed the need of men in the adolescent period, and *The Pedagogical Seminary* edited under his direction contains discussions of the question. The following statement is taken from one of those articles:

"The process of teaching is not comparable with, for instance, the process of making hats. My test of a hat is entirely unrelated to the question of who made it. If I am shown two hats, exactly alike, I choose either regardless of whether it was made by a man or a woman; by seven men and five women, or by a boy operating a complicated machine. My test of my boy's education is different—I do care whether my son has been subject to the influence of a womanly woman or of a manly man. Personally I would like my son to come under the influence of both the manly personality and of the womanly personality. I do not want him to miss either.

Best Education by Both Sexes

"Possibly I am wrong in this theory; possibly it makes no difference whether he gets his Latin and his algebra from men only, or from women only, so long as he is made to study these lessons. I persist in believing, however, that the best education I can give him is to have him meet teachers of both sexes, and I share this belief with practically every educator the country over."

The article goes on to emphasize the fact that men differ from women not only in methods of instruction and discipline, but also in the point of view from which the subjects taught are regarded, and it deduces from this another argument for an increased representation of men in the teaching profession. The author considers numerous other aspects of the subject, adducing strong psychological reasons for the conclusion that girls, as well

as boys, suffer from the absence of men in our schools.

It is obvious therefore that the tendency toward the feminization of the teaching ranks in the United States is at variance with the findings of those best qualified to voice an opinion. Not only are we proceeding in this feminizing process heedless of the wise counsel of recognized authorities but we are also defying the accumulated educational experience and practice of all other civilized countries.

More Men in European Schools

It was recently brought out in School and Society that in Australia, France, Belgium, Holland, Germany, Austria, Czechoslovakia, Sweden, Norway, Denmark, Poland, Finland, and Switzerland it had seemed so necessary to maintain men in teaching that a family allowance system has been introduced in the public service, national and municipal.

We are convinced then that men constitute an indispensable element in the education of the younger generation, and that consequently the rapid disappearance of men from our schools is of such serious concern to the welfare of the country as to demand immediate action to prevent further withdrawal from the profession by those best fitted for the service.

If the function of education is to preserve and to improve what is best in our complex national life and civilization, it need not be pointed out that the situation toward which we are drifting is fraught with consequences hazardous to the public welfare.

To enter into the question of the causes for the men's abandonment of the teaching profession would lead us aside from our present purpose; but it is certain that men, especially those with families, can not linger long in nor feel an attraction for a profession in which they must eke out a living in other fields of effort in order to indulge in the luxury of sharing in the education of the young.

Need Spirit of a Christian Gentleman

We can not afford to lose the high spirit of service and the high ideals of education which impelled Dr. Thomas Arnold to say in reference to his work at Rugby, "There is no post in England which I would exchange for this"; and it will be a sorry day for the country's future when we lose the desire to attract to the teaching ranks men not as mere sojourners, but for life, of the type which Arnold described when he wrote to a prospective teacher: "The qualifications which I deem essential, to the due performance of a master's duties here, may in brief be expressed as the spirit of a Christian and a gentleman—that a man should enter upon his business as a substantive and most important duty; that he should

Proposed Pan Pacific Conference on Education, Reclamation, and Recreation

To Foster Interchange of Educational Ideas, and to Develop Common Standards. Discuss Methods of Administering National Parks to Obtain Best Returns in Education and Recreation

PLANS are in preparation for a pan-Pacific conference on education, reclamation, and recreation to be held in Honolulu, Hawaiian Islands, in the spring of 1927. At the request of Secretary of the Interior Work resolutions have already been introduced in the United States Senate and House of Representatives authorizing such an international conference. An appropriation of \$25,000 to cover the expenses of the sessions has been approved by the President and the Bureau of the Budget, and is now before Congress.

The purpose of the conference is to assemble Government representatives of Pacific Ocean nations for the discussion of problems dealing with public schools, farm-land development under Government aid, public lands, and national parks with bureau officials having similar administrative functions in the Interior Department. Should the proposed conference be authorized, it is planned to extend invitations for delegates to attend representing Australia, New Zealand, Japan, China, and Canada.

"Great benefits should be derived," said Secretary Work in discussing the proposed international meeting, "from an exchange of views and study in the promotion of education, land settlement, and travel from this conference. Honolulu is the crossroads of a rapidly developing Pacific area. Hawaii is the laboratory of the education and assimilation of Pacific peoples. Hawaii has developed intensive agricultural areas under private en-

terprise and Government aid. It has one of the most famous national parks in the world.

"There is no doubt that this conference will provide an excellent medium for the propagation of knowledge between the United States and the Pacific countries. It will make clear to our Pacific neighbors that the United States is interested in co-operating with them in the advancement of peaceful arts and pursuits. It will afford a wider field of service for the technical activities of the Interior Department and will be highly beneficial to the Territory of Hawaii."

Bureau officials of the Interior Department are now engaged in outlining tentative agenda that will emphasize the subjects of first importance to be discussed. Included under the topics of education will be ways of bringing about wider and more rapid exchange of educational thought and practice; establishment and preservation of national standards of child life; development of the common school, vocational education, and similar subjects. Under the farm-land development and subjects will be discussed such questions as the social and colonizing aspects of reclamation, relation of the marketing agencies to the successful settlement of public lands, methods for extending public credit to homestead-development enterprises, and other problems. The recreational topics to be included in the agenda will include the best methods of obtaining the fullest use of national parks for recreational and educational purposes, conservation of animal and plant life, their administration and management, and other matters connected with park operation.



Museum Collection to Aid Study of Fabrics

An extensive and growing "textile library" has been established at Metropolitan College of the University of Southern California, Los Angeles, for use in connection with courses in clothing and textiles. The "library" comprises such staples as cotton, linen, silk, and wool materials, with full description and uses for which they are adapted. The purpose is to provide knowledge required by clerks and buyers in department stores, as well as by housewives and general purchasers in the selection of textile fabrics.

Child Care and Child Training in the Home-Economics Curriculum

Biggest Problem Facing Home-Economics Teachers is to Professionalize the Profession of Parenthood. Denver Course of Study Woven Round the Proper Conception of Child Care and Training

By MRS. KATE W. KINYON

Director of Home Economics, Denver Public Schools

BECAUSE of the sentimental and emotional attitude surrounding home life it has been very difficult, almost impossible to professionalize our relations to our children. It is a lamentable fact that parents of the past in far too many cases have felt that with the divine

economics curriculum committee therefore tried to keep on middle ground and weave through the whole curriculum in junior and senior high school a well-rounded conception of child care and training. The investigation into the activities of junior and senior high-school girls showed



This group of girls are discussing the meaning of heredity

right of parenthood has come automatically the necessary knowledge and ability to care for and train their children. Parents have felt that any attempt to give information and help in child care was an intrusion upon private and personal rights. The theory of "natural instincts" has been all powerful. John Dewey once said that parenthood was the last profession to be standardized and professionalized.

Preschool Period is Neglected

Our attempts at child care in the past have been largely courses in child feeding and physical care. With the coming of the kindergarten into the public-school system has come the realization of the psychological aspects of child care and training. The tiny baby has always been lord of all he surveyed and has received increasing attention. The child of school age has also received his proportionate share of care and study. There is still that "no man's land" of the preschool child, two to six, which is perhaps the most neglected period of child life to-day.

In developing the home-economics course of study in Denver the home-

therefore no doubt as to the necessity for the inclusion of child-care materials in the home-economics curriculum.

The problem of child feeding and clothing for children from the tiniest baby up has been cared for in the food and clothing courses throughout junior and senior high school. In three different courses the problem of child care and training has been emphasized commensurate with the age and development of the girl.

The "home-problems" course required of all "eight B" girls has a unit known as "help with younger children." In this unit personal cleanliness, health habits, recreation, and entertainment for children of preschool age is developed. In developing this material it is very necessary that the teacher ascertain from her groups in each class the nature of their responsibilities for younger children in the home. The content of this unit of the course must help the girls right now to do their work of this nature at home more intelligently. There is no lack of interest on the part of girls or parents in this unit of the course. Parents ask to visit the class. The whole group were highly enthusiastic when told about the course in "home making and child care" offered in the senior high school.

Infant Care is Emphasized

In senior high school the unit in child care is much more comprehensive. The meaning of heredity and environment is considered. There are units on the diet and care of mother and child before and after birth, growth and development of the baby, food and clothing for the baby, and sources of reliable information concerning these topics.

The unit of this course in which the girls seem to show the most interest is the one on character building and behavior in childhood. They initiate very effective posters and notebook materials,



Preparing food for a hypothetical family of five

and bring in from many sources very helpful concrete materials as contributions to class work. The basis of much of the class discussion arises out of child-behavior problems existing in the homes of the girls or in the homes of neighbors and friends.

The course known as "applied economics" is offered for senior high-school boys. In this course is a unit on child training. It is taken up in connection with a father's responsibility to the home. Here again it is the character development and conduct of the child which is of great interest to the boys. The physical care and development of the baby seems to hold second place in the boys' interests.

These efforts in child care and training are but the approach to the portals of the biggest problem facing home-economics educators to-day—that of professionalizing the profession of parenthood.



Honors for Italian Scientists and Literati

"The Italian Royal Academy" was recently instituted by a royal decree law. Its purpose is "to promote and coordinate the Italian intellectual movement in the field of sciences, of letters, and of arts, to conserve their purely national character according to the genius and traditions of the race, and to favor its expansion and influence beyond the borders of the State."

The academicians, whose number is limited to 60, will be appointed for life by royal decree on the proposal of the head of the Government in collaboration with the minister of public instruction, and authorized by the council of ministers. Academicians will possess honors, titles, prerogatives, and rank equal to the grand officials of the State. They will enjoy a fixed annual income of 36,000 lire with certain other allowances. They will wear at public ceremonies a uniform prescribed by royal decree.



Failed Students Succeed in Vocational Work

To give a second chance to failing students, a county-wide probationary-promotion experiment was inaugurated last year in Coshocton County, Ohio. Boys of the eighth grade who failed were allowed to take the Smith-Hughes course and enroll for high-school work, electing any vocational department in which they showed interest or ability. All who entered under the special arrangement completed the ninth-grade vocational work. The arrangement has been continued this year and so far is meeting with success.

Favorable Report on Phipps Bill to Extend Duties of Bureau of Education

Increases Appropriations by \$250,000 to Cover Cost of Investigations. Provides for Cooperation with State School Authorities and Other Agencies. Creates Federal Council for Coordinating Educational Work of Government

A BILL to provide for the better definition and extension of the purpose and duties of the Bureau of Education of the Department of the Interior, introduced in the Senate of the United States by Senator Phipps, March 11, 1926, was reported by the Committee on Education and Labor on May 8, with the recommendation that the bill do pass.

This bill authorizes the bureau to make studies and investigations in the field of education and to report thereon. For such purposes the Commissioner of Education is authorized to cooperate with State school authorities who may so desire and with other educational agencies which may volunteer.

Provision is made for an Assistant Commissioner of Education, a chief clerk, and necessary chiefs of divisions. Investigators especially qualified in educational, scientific, professional, and technical matters needed for the proper performance of the duties required of the bureau may be appointed, subject to the appropriations made by the Congress.

The appropriation of \$250,000 is authorized for carrying out the provisions of the act, in addition to appropriations made in pursuance of the estimates for the bureau under the National Budget system.

A Federal Council on Education is created, consisting of representatives from

each executive department. Its duties shall be to formulate and recommend educational policies among the executive departments and to devise means of improving the educational work of the Government.

To enable the Commissioner of Education to maintain close relations with other educational agencies, he is authorized to appoint a National Council of Education representing the various public and private educational interests of the country. This council shall meet once a year and hold special meetings at the call of the commissioner. Members shall serve without compensation but shall receive the necessary expenses of travel in attending meetings.

The conclusions of the committee upon the bill are thus summarized in its report: "Your committee believes that the bill (S. 3533) provides for a wider and more beneficial service on the part of the Federal Government to the educational interests of the country, and through them to the entire public, while at the same time it eliminates objectionable or controversial features of former bills and completely avoids the charges of Federal interference or control of education, bureaucracy, and standardization, which have prevented the passage of previous measures intended to be in aid of education."

Persistence of Attendance in Ohio High Schools

About 50 per cent of all high-school pupils in Ohio public schools go on to graduation, according to a study of persistence of high-school students in Ohio based on an examination of the individual records of 2,388 pupils, made by C. O. Lehman of Ohio State University. Final evaluations were based on records of 2,109 pupils who had spent their entire secondary-school period in the same high school.

Persistence of boys and girls was found to be about the same, the actual figures for boys being 51 per cent, and for girls 50.1 per cent. Desire for a high-school diploma is shown by the fact that, though Ohio law permits a pupil to leave school at 18, and working permits may be obtained under certain conditions at 16 years of age, of 860 graduates whose birth dates could be obtained, 53.9 were at least eighteen and a half years old.

Among other things brought out by the study was the fact that 70.5 per cent of all pupils who failed in two or more subjects during the first year in high school had dropped out by the end of the second year; and that of the entire 1,044 pupils eliminated during the high-school period, 75 per cent were over age.

Motor Club Aids in Accident Prevention

An attractive poster in two colors, featuring accident prevention as affecting children, is placed each month in classrooms of public schools and many parochial schools in the territory covered by the Chicago Motor Club. This includes not only the city of Chicago but 31 counties in Illinois and 7 in Indiana, and 15,000 posters are required each month for the service. In addition, the club supplies data for a safety talk given each Friday by Chicago teachers on order of the superintendent.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

DAVIS, SHELDON EMMOR. Self-improvement; a study of criticism for teachers. New York, The Macmillan company, 1926. xv, 280 p. diags. 12°.

The teacher as an active, creative critic of educational processes is set forth in this volume. Self-improvement is interpreted as expert service through mechanical fitness, appreciation of ends, and a willingness to evaluate objectively what our most cherished plans are really accomplishing. The author hopes that the critical viewpoint as developed in this book may help its readers to improved ways of doing "little things" and an adequate comprehension of what teaching means in its widest significance.

GIST, ARTHUR S. Elementary school supervision. New York, Chicago [etc.] Charles Scribner's sons [1926]. xi, 308 p. illus., tables. 12°.

The elementary-school principalship has recently developed from a disciplinary, clerical, and managerial status to a position entrusted with assisting in the shaping and directing of educational policies and programs. The author conceives the function of the principal as that of director of education in the individual school, coordinating the abilities and activities of pupils and teachers so as to accomplish the best possible educational results. This manual aims to aid busy superintendents and principals in their daily work, and also to serve as a textbook for use in colleges of education. The general principles of the technique and art of supervision are stated, and methods of supervision in the special subjects of the curriculum are presented for each topic. A progressive technique in teaching is shown to depend upon professional interest. The book also gives directions for rating teaching efficiency, for the marking of pupils, and for the principal's self-analysis.

MUELLER, A. D. Progressive trends in rural education; an interpretative discussion of some of the best tendencies in rural education. New York and London, The Century co. [1926]. xxxii, 363 p. tables, diags. 8°. (The Century education series.)

The rural-school problem, as handled in this volume, is one of providing instruction, as adequate in both the elementary and high-school subjects, for rural children as that now provided for urban children. Public inertia is said to be the chief obstacle in rural education, but social control is slowly but surely changing this characteristic from rest or slow advance into accelerating progress. Each chapter in this book may be considered as a separate aspect of the rural school problem, or at least as a factor in the ultimate solution of that problem.

RANDALL, JOHN HERMAN. The making of the modern mind; a survey of the intellectual background of the present age. Boston, New York [etc.] Houghton Mifflin company [1926]. x, 653 p. 8°.

When we analyze the modern world of ideas, we find it to be a strangely composite structure, embodying historic and traditional beliefs along with the newest discoveries and conjectures. Professor Randall, of Columbia University, traces in this book the development of thought from the earliest

periods of western civilization to the present, seeking by means of a sympathetic introduction into the spirit of the past to make modern views of life more intelligible to his readers. For those who would understand, appreciate, and judge the science, the religion, the art, the moral ideals of to-day, the author finds it imperative to know those great achievements in the past of mankind that have produced our modern spiritual environment.

RUSSELL, BERTRAND. Education and the good life. New York, Boni & Liveright, 1926. 319 p. 8°.

After a general discussion of the aims of education, and of modern educational theory, Mr. Russell in this volume outlines concretely a proposed reformed system of character training and intellectual education extending from the nursery school to the university. He believes that by his system young people may be educated so as to be freed from the repressions and illusions inherent in prevailing agencies of education. In the course of his discussion, this English critic makes the following noteworthy observation: "The American public schools achieve successfully a task never before attempted on a large scale; the task of transforming a heterogeneous selection of mankind into a homogeneous nation. This is done so ably, and is on the whole such a beneficent work, that on the balance great praise is due to those who accomplish it." (P. 55.)

SCOTT, JONATHAN FRENCH. The menace of nationalism in education. London, George Allen & Unwin Ltd. [1926]. 223 p. 12°.

Assuming the fundamental causes of war to be psychological, the author proceeds to analyze the frequent effects of public education in imparting to school pupils an exaggerated sense of nationalism and a feeling of fear and resentment toward other nations. Doctor Scott, formerly a professor of history in the University of Rochester, devoted several months' travel and research in France, Germany, and England to the preparation of this study, which is based principally on the examination of textbooks in the collections of the Musée pédagogique of Paris, the Deutsche Bücherei of Leipzig, and the London County Council. The investigation reveals the dominance of a narrow spirit of nationalism in the history and geography textbooks used in the schools of Great Britain, France, and Germany. The attitudes also of these textbooks toward particular countries are brought out respectively as follows: Of French textbooks toward England and Germany; of British textbooks toward France, Germany, and the United States; and of German textbooks toward the ex-Kaiser and his adversaries in the World War. Volume 1 of another notable study in this field entitled "Enquête sur les livres scolaires d'après guerre," issued at Paris in 1925, by the Carnegie Endowment for International Peace, also deserves attention.

SMITH, THEODORE CLARKE. The life and letters of James Abram Garfield. New Haven, Yale university press, 1925. 2 v. fronts. (ports.). 8°.

Because of General Garfield's active participation in educational affairs, this new authoritative biography has a particular appeal to educators. It was prepared by the professor of American history at Williams College, who enjoyed access to the large collection of letters and papers left by the general, and was also aided by members of the Garfield family. The story of General Garfield's

education and of his early career as teacher and college president is given. The biography also includes a full account of Garfield's activities in Congress in connection with the establishment of the United States Bureau of Education, and the history of Garfield's definition of a university as "a student on one end of a log and Mark Hopkins on the other."

TERMAN, LEWIS M. and others. Genetic studies of genius. Vol. I. Mental and physical traits of a thousand gifted children. [Stanford University, Calif.] Stanford University press, 1925. xv, 648 p. tables, diags., forms. 8°.

The purpose of the present investigation was to determine in what respects the typical gifted child differs from the typical child of merely normal mentality. In preparation for the study, data regarding about 1,000 gifted children were collected in the larger cities of California by the survey staff in cooperation with parents and school officials. For the purpose of this study, "superior intellectuality" was assumed to be ability to make a high score on certain standard intelligence tests. The results of the investigation are summed up in a final chapter on conclusions and problems. Among the facts here noted, it is brought out that the particular gifted group studied contains a significant though not overwhelming preponderance of boys. These gifted California children came in general from good occupational and social classes, and ranked high in physical and moral tests. They were not at all deficient in play interests.

WALSH, MATTHEW J. Teaching as a profession; its ethical standards. New York, Henry Holt and company [1926]. ix, 387 p. tables. 12°.

Can the occupation of teaching as at present constituted be justly classed as a profession? The author of this book finds that from the historical point of view secular teaching never has been treated as a profession. While many individual teachers may be rightly entitled to professional standing, the great mass of teachers do not now occupy and never have occupied this position. It is, however, possible to make teaching a profession and teaching would be improved by raising it to this standard. This can be accomplished only by the teachers themselves, who must gain a vision of the significance of their calling and help to bring about the necessary changes. The author accordingly points out definite phases of the teacher's work along which professional standards must be reached and ethical principles established, in the movement toward making a profession of teaching. He discusses the general principles underlying the construction of codes of ethics for occupations and professions, and on the basis of these principles proposes a tentative code of ethics for educators.

WILDS, ELMER HARRISON. Extra-curricular activities. New York, The Century co. [1926]. xii, 273 p. tables, diags. 8°. (The Century education series.)

The writer aims to present in these pages a minimum of theory and a maximum of practical suggestions. The sociological and psychological theory upon which a sound extra-curricular program must rest is set forth, and the attention of teachers and administrators using the book is directed to the aims and values of these activities and their interrelations with the work of the regular curriculum. The bulk of the volume is devoted to the presentation and criticism of detailed procedure in the organization, supervision, and financing of these so-called "outside" activities of the school and college.

REWARD OF LIBERAL EDUCATION IS SPIRITUAL ENRICHMENT



LIBERAL education has, as we are all aware, the greatest value as a factor in character growth. While technical education makes for efficiency, a liberal education leads the youth to think for himself. Whereas the reward of technical education is material gain, that of a liberal education is spiritual enrichment. Technical education may, and should, make his work more interesting. A liberal education should make life more interesting. It should wean him from pure objectivism, than which there is probably no greater danger in our western civilization. It should open his eyes to the reality of subjective values. It should stimulate what may vaguely be described as a cosmic sense, which covers the consciousness of participation in an infinite plan and the desire to have a stake in the future.

Thus, in so far as we conceive the good citizen to be primarily a man of character and secondarily an efficient producer, we must recognize that the scope of a liberal education is in reality much wider than that of a technical education; and while it is true that no class of the community has a monopoly of character values, we may well concern ourselves with a redistribution of these values throughout our body politic. It may be that such an enterprise would ultimately promote social welfare more effectively than a redistribution of wealth. But character values are an affair of ideals, and ideals can not be inculcated either in a classroom or out of it. They can only be transmitted by a process of infection. And so the problem of making a good citizen out of an average school boy resolves itself in the main into the old problem of how one generation can infect the next generation with progressive and dynamic ideals.

—DR. CRICHTON MILLER.

EDUCATION CAN NOT BE IMPOSED AGAINST WILL OF INDIVIDUAL ~ ~



SINCE the aim of education is to train for life in its fullest sense, the school must be intimately concerned with the occupations and careers of pupils. The long controversy whether education should be liberal or vocational, general or specific, is surely based upon a fallacy. To not a few a liberal education still connotes, quite mistakenly, the study of letters and the wearing of a black coat, while vocational education is conceived as an insidious means of excluding the bulk of the community from privileges enjoyed by a more fortunate minority. This conclusion arises through a misunderstanding in regard to the nature of education. Education is, first and last, a thing of the spirit, concerned with the autonomous development of personality, of character, mind, and will. It is a spiritual growth which is never completed—the condition of the spirit developing as the individual develops. From its very nature it can not be imposed from without against the will of the individual. The school curriculum is therefore but a means of helping pupils according to their capabilities to realize themselves, and to develop a living culture which will show itself in willing and useful service to the community of which they form a part. Only that has educational value which has meaning to the pupil and assists in the development of his personality.

—E. SALTER DAVIES.

